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ABSTRACT

The "Lasting Engagement" series presents case studies of institutions of higher education that have succeeded in institutionalizing their commitment to community engagement. This introductory volume looks at an institution with a rich history. Springfield College, Springfield, Massachusetts, has been guided, since its beginnings in 1885, by a "humanics" philosophy that sees involvement in the community and service to others as an ultimate moral ideal. In the 1990s, the college shifted from a missionary model of carrying out its own service agenda in the local community to working with a broad array of community stakeholders to establish two-way partnerships that emphasize social justice. Also included in this first volume is an overview, "American Higher Education and Community Engagement: A Historical Perspective" by Lynn Michelle Ross, that traces the history of community engagement from colonial times to the present. The case study explores some of the changes at Springfield College that made this new approach to community service possible. Data are from a variety of sources, including interviews with college personnel. Lessons for other institutions from Springfield College's experiences are traced. Appendix A lists those interviewed for the study. Appendixes B and C provide additional information about the college. (Contains 72 references.) (SLD)

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U.S. Department of Housing and Urban Development
Mel Martinez, Secretary

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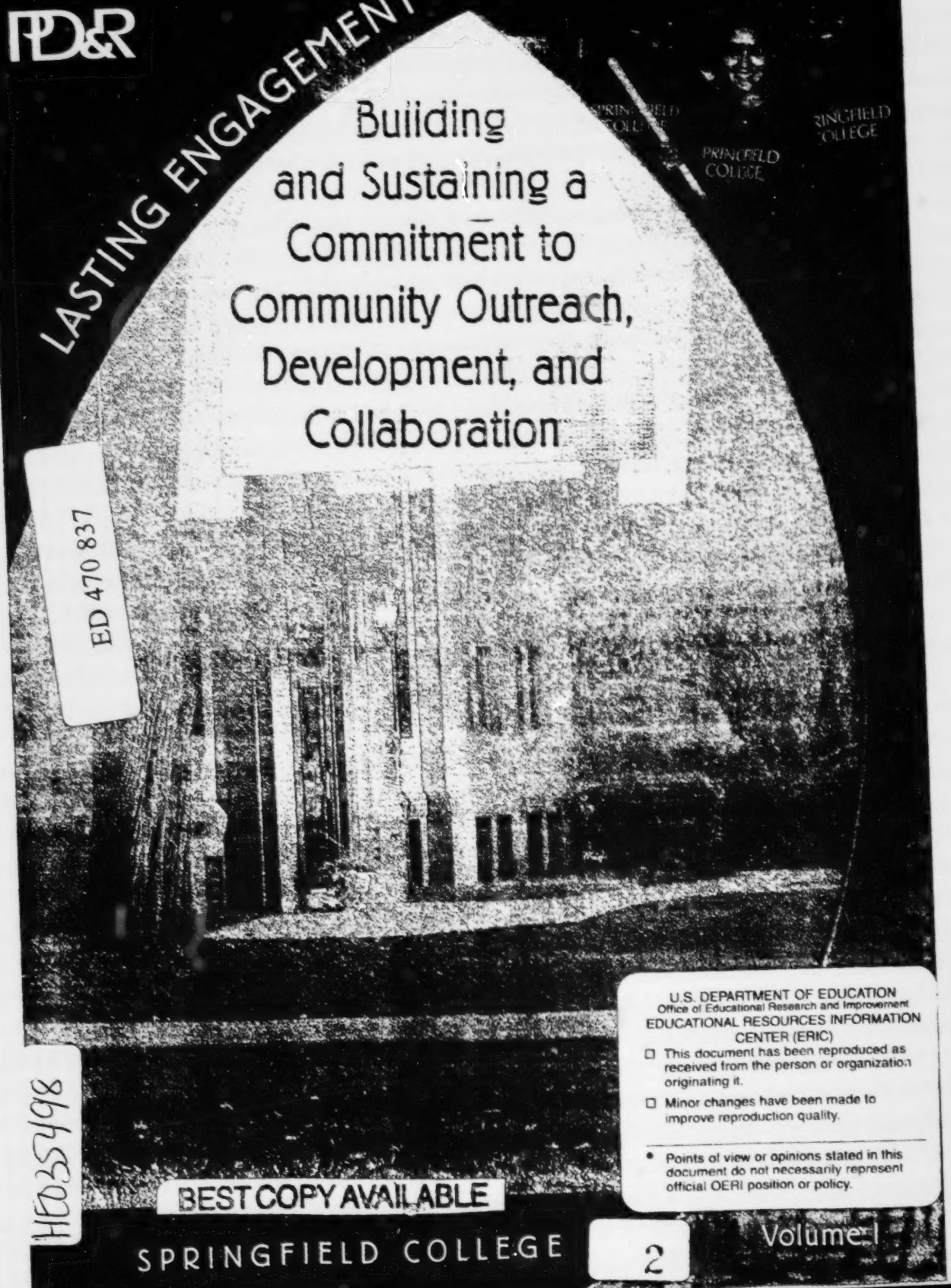
Building and Sustaining a Commitment to Community Outreach, Development, and Collaboration



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Volume I

Lasting Engagement

Building and Sustaining a Commitment to Community Outreach, Development, and Collaboration

Springfield College

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Foreword

Since 1990, when educator Ernest Boyer published his landmark work, *Scholarship Reconsidered: Priorities of the Professoriate,* colleges and universities across the country have been trying to put into practice what Boyer called "the scholarship of engagement." This outward-looking academic approach calls on institutions of higher education (IHEs) to become engaged by connecting their teaching and research to the outside world.

Engaged colleges and universities are not abandoning traditional scholarship. Instead, they are broadening their view of scholarship by applying it to critical issues and problems that threaten the quality of life in their local communities. The benefits of this engagement are tangible for IHEs: better-educated students, better-trained professionals, increased grant funding, and an enhanced ability to attract prospective employees and students to neighborhoods that were perceived to be in decline. Communities are benefiting as well from the significant financial and academic resources that universities and colleges can bring to local revitalization efforts.

At the U.S. Department of Housing and Urban Development (HUD), we are proud to play a role in helping IHEs practice this scholarship of engagement. Through Community Outreach Partnership Centers (COPCs), a program of HUD's Office of University Partnerships (OUP), 143 IHEs have received Federal seed money to reach out to distressed local communities and establish university-community partnerships.

Since the COPC program was established in 1994, OUP and its grantees have learned a great deal about what makes community-university partnerships successful and what dooms them to failure.

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For example, we have learned that the best partnerships are intentionally reciprocal interactions in which both the university and the community are equal partners, sharing in the rewards and challenges of the partnership. Campus and community must participate in establishing goals and strategies that meet both community development and academic needs.

Above all, we have learned that the success of university-community partnerships has more to do with *commitment* than with programming. In the past, IHEs have served their communities through piecemeal, charity-oriented efforts that were, literally, here today and gone tomorrow. The COPC program has tried to change that approach by encouraging colleges and universities to focus their attention on developing meaningful, long-lasting relationships with community stakeholders. For these relationships to work, however, community residents, organizations, and governments must be convinced that their academic partners are committed to community revitalization for the long haul, not just for a semester, an academic year, or the funding cycle of the latest grant. That is where institutionalization comes in.

Institutionalization is a complex word with a simple meaning. Through institutionalization, community engagement becomes not something that universities and colleges *do*, but something that defines who they *are*. Through institutionalization, an IHE decides that community engagement is so central to its mission that it must change the way it does business and how it perceives the outside world. For COPC grantees in particular, institutionalization means making changes at the university to ensure that community engagement activities will continue even after grant funds have been depleted.

There are various ways for an IHE to institutionalize its commitment to community engagement. Some create administrative offices or positions that are dedicated to fostering the university's community partnership efforts. Others set policies to ensure that the

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college will hire local residents or purchase goods from neighborhood merchants. Many incorporate community-based learning activities into their graduate and undergraduate coursework and independent study. Others commit funds from their own budget to support community work. The most committed IHEs eventually begin taking a faculty member's community work into account when making promotion or tenure decisions.

Whatever approach an IHE takes to institutionalizing community engagement, two things are clear. First, true community engagement cannot succeed without institutionalization. Second, making lasting changes in how a college or university perceives itself and the outside world is not easy. It often takes years and is likely to involve internal conflict and contentious debate.

Despite the challenges, there are a growing number of IHEs that have succeeded in institutionalizing their commitment to community engagement. During the last year, researchers contracted by OUP have taken an indepth look at some of these IHEs to study how they went about institutionalizing community partnerships and how successful they were in these efforts. The results of those studies will be published periodically through this monograph series, *Lasting Engagement*.

It seems fitting to begin our new series with a look at a distinguished IHE with a rich history. Founded in 1885 as A School for Christian Workers, Springfield College in Springfield, Massachusetts, has always been guided by a "humanics" philosophy that sees involvement in the community and service to others as an ultimate moral ideal. The college's approach to university-community partnerships began to take on new meaning in the 1990s, when it shifted from a "missionary" model of carrying out its own service agenda in the local community. Now Springfield College works hand-in-hand with a broad array of community stakeholders to establish two-way partnerships that emphasize social justice. Researcher Richard Schramm, who serves as codirector of the

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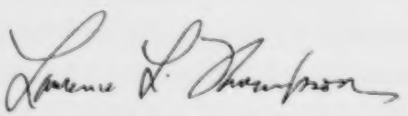
COPC at the University of Vermont in Burlington, explores some of the underlying changes at Springfield College that made this new approach to community service possible.

Also included in this first volume is an overview that traces the history of community engagement from colonial times to the present era. This history should provide readers with essential background information that will help them evaluate the case studies presented in this series.

Acknowledgement must be made of the work of Dr. Barbara Holland and Jane Karadbil, two former OUP colleagues and their efforts to bring this series to print. Dr. Holland served as OUP Director from September 2000 through March 2002, dedicating her time to delivering the message of long-term community engagement to colleges and universities throughout the country. Prior to her retirement in September 2001, Ms. Karadbil served as OUP's Senior Policy Analyst from the earliest days of the office and together with Dr. Holland developed the concept of this series of Institutionalization Case Studies.

Rather than simply celebrating a job well done by IHEs that have institutionalized community partnerships, this series is intended to provide guidance to other IHEs that are just starting out on their quest for community engagement. As always, we encourage your comments regarding how helpful this material has been. We also welcome any suggestions regarding other IHEs that could be included in future installments of *Lasting Engagement*.



Lawrence L. Thompson

General Deputy Assistant Secretary
for Policy Development and Research

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Introduction to *Lasting Engagement:*

American Higher Education and Community Engagement: A Historical Perspective

Lynn Michelle Ross

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Institutions of higher education (IHEs) have enormous potential to become important assets to their communities. They can offer human, physical, and financial resources to neighborhoods struggling to revitalize their economies and improve their quality of life. They can provide the political power and influence necessary to ensure that residents have a voice in local decision-making. They can also "bring new information, skills...and opportunities" to help build the capacity of community organizations (Nye and Schramm, 1999).

Despite all this potential, the road to creating the ideal university-community partnership has not always been smooth. Since IHEs first began participating in their communities during the Colonial era, the nature of their engagement has continued to evolve in response to world and national events as well as changes in educational theories, student and faculty expectations, and the level of support available from government agencies and private foundations.

One truth has remained constant throughout this evolution, however: IHEs have always believed that the world outside the campus deserved their attention in ways ranging from detached observation to direct involvement in partnerships. This section reviews the evolution of postsecondary approaches to addressing the needs of that world.

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From Service to Science: Revolution to Cold War

Although some historians identify the mid-19th century as the beginning of university engagement in community life, others argue that IHEs began serving their communities at a much earlier date (Pollack, 1995; Eddy, 1956; Lynton and Elman, 1987). Colonial-era institutions viewed "the education of civic leaders" as their mission, according to Ernest Boyer (1994). And, during the Nation's first 100 years, American IHEs "took on more inclusive tasks than did their counterparts in other countries" (Lynton and Elman, 1987).

Land-grant college versus American research university

Community service by IHEs came of age with the passage of the Morrill Act of 1862. This act, also known as the Land-Grant College Act, set aside Federal lands in each State for the creation of colleges and universities that would serve agricultural communities. The Morrill Act brought higher education to the average American. It also gave birth to "a service university fulfilling a national purpose" (Berube, 1978). The Hatch Act of 1887 extended the ideals of the Morrill Act by giving additional resources to land-grant colleges so they could conduct applied research and experimental work aimed at improving the condition of the larger society (Graham, 1999).

With the help of the Morrill and Hatch acts, two important concepts took hold by the late 19th century: "education as a democratic function for the common good" and the university as a vehicle for reshaping communities (Boyer, 1990). (However, the service mission of the land-grants was, over time, staffed to be an extension service function, while the rest of the institution joined in graduate education and research.)

Although many colleges and universities quickly adopted service missions in response to the land-grant movement, not all educators accepted these democratic concepts. The educational elite responded

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by establishing American research universities, beginning with The Johns Hopkins University in 1876 (Harkavy, 1996). Adapted from the German education model, Johns Hopkins and its fellow research institutions viewed service as largely unimportant and contrary to what they saw as the true purpose of higher education: the advancement of knowledge through scientific research (Boyer, 1990).

Many of these public and private research universities still chose to incorporate service learning into their curricula. However, their brand of service learning was merely the "pedagogical equivalent of 'exploitative' community-based research" (Harkavy, 1996). For example, Daniel Coit Gilman, the founder and first president of Johns Hopkins, helped organize the Charity Organization Society, which worked with poverty-stricken individuals in Baltimore (Boyer, 1990; Harkavy, 1996). Faculty and students helped the Charity Organization Society apply scientific approaches to the study of poverty and its root causes. However, the society contributed little to improving the living conditions of those whom the university studied (Harkavy, 1996).

The settlement house movement

Similarly, the settlement house movement, which began in 1887 at Smith College in Amherst, Massachusetts, helped expose upper-class students to the plight of "working-class, poor, and immigrant urban populations. However, the movement did little for the community at large" (Carr, 2000). Although many settlement houses did attempt to work *with* their communities rather than *on them*, few achieved success (Davis and McCree, 1969; Trolander, 1987; Karger, 1987; Pollack, 1995). Jane Addams' Hull House was a notable exception.

Established on Chicago's West Side in 1889, Hull House worked to avoid the paternalism of the era through its emphasis on education and social reform. Closely associated with University of Chicago sociologists, the settlement house helped to form ties between the university and the city of Chicago. It also distinguished itself

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by adopting "a multifaceted institutional approach to the social problems" of the city's low-income immigrant population. This approach included providing relief-oriented services and a place where residents and volunteers could organize for political action (Harkavy, 1996; Pollack, 1995). "To a certain extent, values education, practical skills training, higher order thinking, and social change through scientific research were able to co-exist within the halls of the settlement house" (Pollack, 1995). Hull House and the University of Chicago demonstrated that "not all progressive-period academics shared the authoritative, elitist conception of the university's role" (Harkavy, 1996).

Columbia College in New York (now known as Columbia University) joined the University of Chicago in accepting the concept of "education as democracy." At his inauguration as Columbia's president in 1890, educator Seth Low emphasized that Columbia should not simply exist in New York City, but should embrace the metropolis. Low's goal was to create a mutually beneficial relationship between Columbia and New York City. He called on faculty and students to become directly engaged with the city's residents by participating in reciprocal, interactive forms of learning (Benson and Harkavy, 2000; Harkavy, 1996). Writing later about his approach, Low noted that the "workingmen of America…[should know] that at Columbia College…the disposition exists to teach the truth…without fear or favor and we ask their aid to enable us to see truth as it appears to them." (Bender, 1987.)

Technology-infused engagement

The national Cooperative Extension system, created by the Smith-Lever Act of 1914, formalized a partnership among land-grant colleges, rural communities, and governments at the Federal, State, and county levels (Graham, 1999). Passage of the act marked a new era for land-grant institutions by providing a steady source of funding for the experimental education, outreach, and research that had been initiated under the Hatch Act.

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Interestingly, the extension system was created with two very distinct understandings of its purpose. The first understanding was that the extension would help "achieve an ideal rural society of engaged citizens" (Peters, 2001). This goal was consistent with the traditional concept of service held by the land-grant colleges. The second understanding was that the extension would attempt to infuse the agricultural practices of the day with technology (Peters, 2001). "While the ultimate aim of extension was the development of people, the means increasingly seemed to be based on applying science and technology" (Pollack, 1995). The shift to scientific, technology-focused educational outreach was bolstered by the harsh physical and economic conditions prevalent throughout the 1920s and 1930s.

The shift to scientific, technology-focused educational outreach was bolstered by the harsh physical and economic conditions prevalent throughout the 1920s and 1930s.

Following World War I, the tradition of separating scholarly research from the work of improving the human condition became stronger. "The brutality and horror of that conflict ended the buoyant optimism and faith in human progress and societal improvement that marked the Progressive Era" (Harkavy, 1996). By the 1940s universities were becoming increasingly disconnected from their surrounding communities and more engaged with the needs of the Federal Government (Boyer, 1990). The onset of World War II led American universities to do their part to support the war effort through research. This partnership between government and university continued through the Cold War, supported by Vannevar Bush's call for the "endless [research] frontier." (Benson and Harkavy, 2000; Boyer, 1990.) Harkavy (1996) suggests that the Cold War was a defining moment for colleges and universities because it led to increased Federal aid and support for an expanded American university system.

Resurgence of the Democratic Ideal: 1960s–1980s

Beginning in the 1960s key events began to signal the reemergence of the democratic civic university. Through protests on campuses

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across the country, students challenged the social relevance of the university by questioning the institution's lack of responsiveness to the needs of the poor (Pollack, 1995). This challenge led to the establishment of ACTION in 1971.

ACTION was a Federal agency created to coordinate the work of several tax-supported service programs, including the Peace Corps, Volunteers in Service to America, and the new National Student Volunteer Program (NSVP). NSVP encouraged partnerships between educational institutions and communities until it was phased out early in the administration of President Ronald Reagan. The program also published the journal *Synergist,* which promoted service learning (Stanton, Giles, and Cruz, 1999).

During the 1980s higher education was challenged once again to rethink its social relevance. This time, however, the challenge came in the form of substantial public attention to curriculum controversies, rising tuition costs, and the "Me Generation" stereotype applied to college students of the day (Liu, 1995). In 1984 Harvard graduate Wayne Meisel walked approximately 1,500 miles from Maine to Washington, D.C., stopping at campuses along the way to call for increased student involvement and institutional support for campus-based service initiatives (Campus Compact, 2001). After the walk ended, Meisel, his friend Bobby Hackett, and his mentor Jack Hasegawa established the Campus Outreach Opportunity League (COOL) at Yale's Dwight Hall (Liu, 1995).

COOL helped focus national attention on students who did not represent the "Me Generation" stereotype (Liu, 1995). In so doing, it catalyzed college students across the country and provided resources to help with program development and leadership/capacity building. Under COOL's leadership, college students and the public at large began to rethink the issue of widespread disengagement. Rather than seeing this disengagement simply as generational apathy, COOL suggested that it had more to do with inadequate opportunity and lack of institutional support. "The fact that *students* catalyzed the contemporary service movement

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in higher education is significant in one central respect," suggests Liu (1995). "It showed that earlier survey results and labels did not indicate a generational defect in character."[1] Building on this point, the presidents of Brown, Stanford, and Georgetown universities and the president of the Education Commission of the States founded Campus Compact in 1985 (Campus Compact, 2001).

Like COOL, the founders of Campus Compact agreed that the media had inaccurately portrayed college students as self-absorbed. During their first meeting at Georgetown University in 1986, Campus Compact members agreed that increasing student involvement in service activities was a priority and would require "visible, high-level leadership and institutional support" (Liu, 1995). Today, 743 member institutions in 46 States belong to Campus Compact (Campus Compact, 2001).

Looking Outward: The 1990s

Confronted with increased internal pressure from students and faculty and growing public debate over the relevance of higher education, many universities began looking outward in the late 1980s. They found inner cities in severe distress, still affected by the destructive urban policies of previous decades. It became clear to these universities that their ability to continue operating and attracting students and faculty was being seriously hindered by their own inattention to their surrounding communities. Neighborhood conditions were so serious that they threatened the very existence of the universities, according to Harkavy (1996). "Since they cannot move," he wrote, "there is no escape from the issues of poverty, crime, and physical deterioration that are at the gates of urban higher educational institutions."

During this time many faculty and students participated in campus-based service activities because it gave them a means to address issues that concerned them, including education, the environment, and homelessness. However, students and university administrators did not yet recognize service as a "defined agenda or movement unto itself" (Liu, 1995).

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When the Berlin Wall fell in 1989, bringing an end to the Cold War, the moment had finally arrived to reinvent the American university (Benson and Harkavy, 2000). As Germans worked throughout 1990 to dismantle their wall and cart it away, American educators were also hard at work, creating a higher education agenda that focused on civic engagement. Several critical events took place during that watershed year:

- The Carnegie Foundation for the Advancement of Teaching published Ernest Boyer's *Scholarship Reconsidered,* which called on faculty to rethink their notion of scholarship so universities could become more responsive to the needs of modern society (Boyer, 1990).
- Campus Compact initiated its flagship Project on Integrating Service with Academic Study (ISAS). Through ISAS, colleges and universities began receiving training, technical assistance, and targeted consultation services to help them build community service into their teaching and research (Campus Compact, 2001; Liu, 1995).
- The U.S. Congress passed the National and Community Service Act of 1990, which provided Federal funds to develop and implement service-learning curricula (Library of Congress, 2001).
- Service learning became a recognized academic field when the National Society for Experimental Education published *Combining Service and Learning.* The three-volume work compiled salient articles regarding service learning and is widely considered to be the textbook of the field (Liu, 1995).

Government Support for Community Outreach

The renewed commitment to civic engagement within higher education has received widespread support from faculty, students, professional organizations, corporate America, and foundations. Arguably, Federal support has been one of the most significant catalysts for this modern movement. Just as the government helped

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craft the "Cold War University" of decades past, it has also helped create the "Engaged University."

This effort began in earnest in 1992, when urban university presidents successfully lobbied to create the Urban Community Service (UCS) program in the U.S. Department of Education. UCS provided grants to eligible urban IHEs that wanted to carry out community outreach. These IHEs were called *urban grant universities* because they resembled the land-grant universities that were already receiving government funds to conduct outreach activities in rural areas (U.S. Department of Education, 2001). Grantees received funding for 3 to 5 years to carry out applied research, planning, and resource exchanges that would assist "communities on areas of identified pressing need" (Pressley and Domahidy, 2000). Before budget cuts caused the phaseout of UCS during the late 1990s, more than 60 urban IHEs had received an average of $400,000 each to finance community outreach efforts (U.S. Department of Education, 2001).

The renewed commitment to civic engagement within higher education has received widespread support from faculty, students, professional organizations, corporate America, and foundations.

Another initiative, the Community Outreach Partnership Center (COPC) program, also was created in 1992 by the Community Partnership Act. This grant program, which continues today, was designed to help colleges and universities establish meaningful and reciprocal partnerships with their local communities. In 1994 the U.S. Department of Housing and Urban Development (HUD) established the Office of University Partnerships (OUP) to encourage and expand the work begun under this act (U.S. Department of Housing and Urban Development, 1998).

In addition to COPC, OUP oversees several other Federal programs that help IHEs work with local partners to address community development issues. These programs include the Alaska Native/Native Hawaiian Institutions Assisting Communities program, the Tribal Colleges and Universities program, the Hispanic-Serving Institutions Assisting Communities program, and the Historically Black Colleges and Universities grant program. OUP

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provides grants of between $400,000 and $1 million to IHEs for program periods lasting between 2 and 3 years. In return, IHEs carry out activities and programs that are eligible under the Community Development Block Grant program (Office of University Partnerships, 2001).

In 1993 the National and Community Trust Act expanded service opportunities for young Americans by creating the Corporation for National and Community Service (CNS) (Library of Congress, 2001). That same year, CNS established a campus-based grant program called "Learn and Serve America: Higher Education" to support service-learning activities at colleges and universities (Liu, 1995). Today CNS also oversees the AmeriCorps program, through which young people serve communities across the country in exchange for minimum-wage stipends and tuition assistance (Corporation for National and Community Service, 2001).

Private Support for Community Outreach

The scholarship of engagement

As Federal efforts to support community engagement were being launched in the early 1990s, educator Ernest Boyer was calling for a broader definition of scholarship in an article called "Creating the New American College," published in *The Chronicle of Higher Education* (1994). According to Coye (1997), "Boyer believed strongly in a broad concept of service at every level of education as a way of connecting schools to the world beyond campus, while simultaneously creating an ethical base for learning." The "New American College," according to Boyer's vision, is an institution committed to excellence in teaching and research, which also takes "special pride in its capacity to connect thought to action, theory to practice" (Boyer, 1994). Boyer later coined the phrase *scholarship of engagement* to encapsulate this idea (Coye, 1997).

Rising to Boyer's challenge, many national higher education associations, including the American Association of Higher Education

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and the Council of Independent Colleges, created programs, initiatives, and conferences focused on various aspects of the scholarship of engagement. The COPC program indirectly spawned a new association devoted exclusively to supporting university-community partnerships. The Association for Community-Higher Education Partnerships was established in 2000 by a group of IHEs that were also COPC grant recipients. Its goals were to encourage and sustain community-university partnerships through "(1) the production and exchange of knowledge, (2) advocacy for resources, and (3) promotion of significant changes in institutions of higher education, government, and communities" (Association for Community-Higher Education Partnerships, 2001).

Kellogg Commission on the Future of State and Land-Grant Universities

In 1996 the National Association of State Universities and Land-Grant Colleges received support from the W.K. Kellogg Foundation to create a commission that would "help define the direction public universities should go in the future and to recommend an action agenda to speed up the process of change" (National Association of State Universities and Land-Grant Colleges, 2001). The Kellogg Commission on the Future of State and Land-Grant Universities was composed of 25 college and university presidents who wrote and published a series of reports called *Returning to Our Roots*. These reports called for colleges and universities to return to being the "transformational institutions they were intended to be" (Kellogg Commission on the Future of State and Land-Grant Universities, 2001).

The commission suggested that "engagement goes well beyond extension, conventional outreach, and even most conceptions of public service" (Kellogg Commission on the Future of State and Land-Grant Universities, 1999). Engagement involves the reorganization of the university to respond to today's needs, enrich the student experience through practical experience, and commit "critical resources (knowledge and expertise) to work on the

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problems" faced by communities. The commission also recommended that universities employ a set of five strategies to advance their engagement in local communities:

- Transform institutional thinking about service so that engagement becomes a priority and part of the university's mission.
- Develop an engagement plan.
- Encourage interdisciplinary research, teaching, and learning opportunities.
- Provide defined incentives to encourage and support faculty involvement in engagement activities.
- Ensure stable and secure funding in order to support and sustain the engagement agenda (Kellogg Commission on the Future of State and Land-Grant Universities, 1999).

The W.K. Kellogg Foundation has not been alone in its support of the scholarship of engagement. The Pew Charitable Trusts, DeWitt Wallace-Reader's Digest Funds, Ford Foundation, Carnegie Foundation for the Advancement of Teaching, and Fannie Mae Foundation have all provided funding for this work. Both the Ford and Carnegie foundations maintain special units that examine higher education, public scholarship, and civic responsibility (Carnegie Foundation for the Advancement of Teaching, 2001; Ford Foundation, 2001). In addition, Fannie Mae launched a University-Community Partnership Initiative in 1998 to promote collaborations around the issue of local affordable housing (Fannie Mae Foundation, 2001). To date, the foundation has invested $5 million in 14 university-community partnerships.

Academic Support for Community Engagement

A growing body of literature on higher education, engagement, and university-community partnerships now exists as a further indication that the scholarship of engagement is being taken seriously in academic circles. *The Michigan Journal of Community Service*

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Learning (2001) is a national, peer-reviewed journal that "strives to contribute to the academic legitimacy of service-learning" by providing a venue to intellectually stimulate the higher education community. In addition, higher education's commitment to service has been the focus of several scholarly books, including *Where's the Learning in Service-Learning?* (Eyler and Giles, 1999); *Service-Learning: A Movement's Pioneers Reflect on Its Origins, Practice, and Future* (Stanton, Giles, and Cruz, 1999); and *Service-Learning in Higher Education* (Jacoby, 1996).

This scholarship promises to continue far into the future. As such, it is likely to shed additional light on the role IHEs can play in their local communities and to offer new strategies for establishing partnerships that are educational, mutually beneficial, and long lasting.

The Community Outreach Partnership Center Program

The COPC program has been at the forefront of university-community partnerships, helping 143 IHEs to establish such partnerships since 1994. COPC was created by the U.S. Congress in 1992 when it passed the Community Outreach Partnership Act (Library of Congress, 2001). Initially, oversight of the program was given to the Office of Policy Development and Research (PD&R) at HUD and funding was set aside from HUD's Community Development Block Grant program (Lieberman, Miller, and Kohl, 2000). The COPC program was placed under the direction of OUP when that office was established within PD&R in 1994. The first COPC grants were awarded the same year.

COPC program goals and design

The COPC program was initially designed as a 5-year demonstration project to explore the impact of using Federal funding and other resources to facilitate partnerships between communities and

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IHEs (Library of Congress, 2001; U.S. Department of Housing and Urban Development, 1998). According to the legislation, the goal of these newly created partnerships would be to "solve urban problems through research, outreach, and the exchange of information" between IHEs and community partners (Library of Congress, 2001). The COPC grant program provides university-sponsored community initiatives with:

- Seed money to start turning ideas and intentions into action in targeted communities.
- Flexibility to set priorities and tailor community-building strategies to local needs and resources.
- Infrastructure to address community problems holistically through coordinated action.
- Leverage to bring about enduring, systemic change in both colleges and communities.
- A mandate to work *with* communities instead of *on* them (U.S. Department of Housing and Urban Development, 1998).

Accredited public or private nonprofit IHEs of all types are eligible to apply for COPC grants. IHEs can also form partnerships with other institutions and apply for a grant as a consortium (Office of University Partnerships, 2001). COPC grants are awarded annually based on an applicant's capacity and experience, the need demonstrated by the local community, the soundness of the institution's approach to the partnership, the institution's ability to leverage additional resources to support partnership activities, and the comprehensiveness of the proposed action plan (*Federal Register,* 2001).

Grantees must address a minimum of three urban problems by undertaking at least one activity that concentrates on each problem (Karadbil, 2001). Research is not a requirement. If research is part of a COPC's activities, that research must relate directly to the outreach activities. Activities undertaken by grantees typically relate to such areas as neighborhood housing, job training, education, economic development, and planning. All projects must

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have "direct applications to actual community problems and current initiatives" (U.S. Department of Housing and Urban Development, 1998).

According to HUD and OUP guidelines, grantees are required to establish a community advisory committee. This committee, which consists of representatives from the community and the IHE, identifies local needs and develops responsive strategies to which both the university and community can agree (LeGates and Robinson, 1998). The community and university are encouraged to work together at every stage of COPC activities, from planning to project implementation (Cox, 2000). Local residents and community institutions are invited to become active participants, not merely clients, from start to finish. This makes the COPC program "a radical departure from the way most universities conduct academic instruction, research, and relations with the surrounding community" (LeGates and Robinson, 1998).

Since the beginning, a major goal of the COPC program has been to not only establish community partnerships, but also ensure their institutionalization. COPCs have been encouraged to plan their programs so that partnerships are sustained even after grant money has been depleted.

Institutionalizing COPC partnerships

Since the beginning, a major goal of the COPC program has been to not only establish community partnerships, but also ensure their institutionalization. COPCs have been encouraged to plan their programs so that partnerships are sustained even after grant money has been depleted.

COPCs receive 3-year grants of no more than $400,000 (Cuomo and Wachter, 2000; U.S. Department of Housing and Urban Development, 1998). The funds are intended not to cover the cost of starting or expanding community-based partnerships, but as seed money with which COPCs can acquire additional and more permanent support for outreach activities. "By providing seed money for the activities, HUD hopes that schools will institutionalize the functions as a vehicle for implementing the Department's urban mission" (Cisneros, 1996).

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"As the visibility and prominence of the program increases, grantees are able to attract additional resources from entities never before involved with the university or the community outreach" (Cuomo and Wachter, 2000). In fact, the $45 million in program grants awarded between 1994 and 2000 have leveraged in excess of $50 million in matching funds from a variety of sources (Office of University Partnerships, 2001). Local and State governments; foundations, such as the Fannie Mae Foundation; and national intermediaries, such as the Enterprise Foundation and the Local Initiatives Support Corporation; have all worked with individual COPCs and their community partners.

Conclusion

Despite the support they have received from various circles in recent years, the success of community-university partnerships rests, ultimately, with the partners themselves. The most successful partnerships are those viewed as two-way streets, with both partners contributing to, and reaping benefits from, the effort (LeGates and Robinson, 1998). The partners must also be committed to collaboration and willing to adapt their individual goals, strategies, and expectations for the good of the partnership.

For the university, commitment to collaboration often means making some substantial changes in how it conducts business both on and off campus. Truly engaged colleges and universities are incorporating outreach into their curriculum and offering nontenured faculty members concrete rewards for their work in local neighborhoods. Others are choosing to invest directly in local neighborhoods by instituting purchasing and employment policies that favor local vendors and residents. Most establish new administrative entities, often at the highest levels of the university, to support and coordinate community partnership activities. All of these steps serve to institutionalize neighborhood outreach so that the IHE becomes an integral, active, and long-term participant in the life of its community.

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Historically, universities have not been *the* answer to all that ails inner cities. In fact, it has not always been easy to define exactly what role universities should play in their local communities (Nash, Waldorf, and Price, 1973). What is clear, however, is that higher education has a responsibility to the outside world. As a result of developments over the past decades, colleges and universities now have a host of opportunities through COPC and other programs to address the needs of neighborhoods through conscientious collaboration.

It has not always been easy to define exactly what role universities should play in their local communities. What is clear, however, is that higher education has a responsibility to the outside world.

Indeed, the stakes are high for both IHEs and their communities. Although successful university-community collaborations can benefit both partners, Henry Cisneros (1996) suggests that the lack of meaningful partnerships can also harm both: "The long-term futures of both the city and the university in this country are so intertwined that one cannot—or perhaps will not—survive without the other."

Endnotes

1. Italics in original.

Building and Sustaining a Commitment to Community Outreach, Development, and Collaboration

Richard Schramm

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Abstract

Since it was founded in 1885 as A School for Christian Workers, Springfield College has followed a "humanics" philosophy that sees involvement in the community and service to others as an ultimate moral ideal. As a result of this philosophy, out-of-classroom activities that focus on service provision have often been cocurricular, not extracurricular.

Although humanics has always guided Springfield College, the college's approach to university-community partnerships began to take on new meaning in the 1990s. Prior to 1990 the college's interaction with its community was limited to traditional, well-established partners such as recreation, healthcare, and education organizations. Service activities rarely took place within the college's neighborhood or even in the city of Springfield. These activities characteristically followed a *one-way* model through which the college and its students determined a service agenda and delivered those services through a "missionary" model.

After 1990 the college instituted new types of community partnerships, sponsored by broader partnerships. These new partnerships are more explicitly *two-way* in nature. Many of the new

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activities take place in the city of Springfield and are targeted to lower income, at-risk, and marginalized groups. The new activities also integrate service and curriculum more fully.

This case study explores some of the underlying changes at Springfield College that made this new approach to community service possible. The case study focuses specifically on several watershed events in the college's history: the 1988 merger of Springfield College with the School of Human Services and the arrival in the 1990s of two successive college presidents who were fiercely committed to community partnerships. These events triggered changes in the college's approach to community outreach that manifested themselves in the college's mission and philosophy, leadership, administrative structures, educational programs, curriculum and teaching, faculty, students, cocurricular activities, board and staff, finances, and planning. The changes have, for the most part, been institutionalized at Springfield College. Other institutions of higher learning can learn important lessons from Springfield College's experiences.

Scope of the Study

"Founded in 1885, Springfield College is a private, coeducational institution that emphasizes the education of leaders for the allied health, human service, and physical education professions, offering undergraduate and graduate programs that reflect its distinctive humanics philosophy—education of the whole person in spirit, mind, and body for leadership in service to humanity" (Springfield College, 2000c).

As implied by this quote from its *Undergraduate Catalogue*, Springfield College has a long history of community service. During the past decade, the college's emphasis on service has helped faculty and staff develop new forms of community outreach, development, and collaboration. This case study will:

- Document recent community outreach activities at Springfield College and the changes that led to their development.

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- Determine the extent to which the college's commitment to community outreach, development, and collaboration has been institutionalized.
- Draw lessons from the college's experiences. It is hoped that other institutions of higher education can learn from Springfield College as they develop their own community outreach initiatives.

This study is based on a review of published and unpublished materials about Springfield College and its community outreach activities from the mid-1980s through 2001. To supplement these materials, the author conducted a series of 24 individual interviews over 5 days with current and former college officials, faculty, community partners, and neighborhood observers. (A list of interviewees can be found in appendix A.) This narrative and analysis of Springfield College's community outreach activities is limited to the college's Springfield campus, which enrolls approximately 3,100 students. (For a brief discussion of Springfield College's satellite campuses—located in California, Delaware, Florida, Massachusetts, New Hampshire, Vermont, and Wisconsin—see appendix B.)

Although it takes both a college and its community partners to ensure lasting community development collaborations, the focus of this case study is on Springfield College's side of the partnerships. As noted above, the author interviewed some of the college's community partners and reviewed changes taking place outside Springfield College that affected outreach activities. However, this study focuses principally on what went on *within* Springfield College itself and the extent to which these internal changes have gained some level of permanence.

The case study does not contain substantial detail about the partnerships themselves. It summarizes several of the college's more recent partnerships to illustrate the substantial changes that occurred in Springfield College's community-service practices during the 1990s. However, the focus is primarily on documenting and analyzing the factors that made these changes possible.

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The changes taking place at Springfield College did not come out of thin air. They came about through a deliberate process set in motion through intentional decisionmaking and the use of specific instruments of change. These change instruments, which will be examined in the following pages, include:

- Visioning.
- Strategic planning.
- Self-assessment and feedback.
- Reorganization and/or merger.
- Focused education of faculty, staff, and students.
- Orientation and development of the board of directors.
- Use of incentives and penalties.
- Selective fundraising.

Contents of the Case Study

This case study is divided into four sections:

- Section I provides background about Springfield College, its history of community service, and its record of community outreach and partnership since 1985.
- Section II describes the specific changes that have taken place—and have been institutionalized—at the college since 1985. These changes have strengthened Springfield College's community-service philosophy and practices.
- Section III assesses the extent to which institutionalization has occurred at the college. This section also identifies forces that are likely to encourage, or hinder, the continuation of Springfield College's community outreach philosophy.
- Finally, Section IV identifies lessons that other institutions of higher learning can apply as they develop and institutionalize their own commitment to community outreach, development, and collaboration.

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Section I: History, Philosophy, and Outreach

"In 1885, the Rev. David Allen Reed, a young minister, founded A School for Christian Workers at Winchester Square in Springfield, Massachusetts based upon his conviction that a great need existed to educate young persons for community service. From this beginning, Springfield College grew steadily through the years, retaining and strengthening its original purpose of education for service. In 1890, the name was changed to the International YMCA Training School and in 1912, The International YMCA College. This remained the corporate name until 1953, when the institution became officially known as Springfield College" (Springfield College, 1989b).

It would be difficult to fully understand Springfield College's record of community service without understanding the college's humanics philosophy. This philosophy represents an approach to education that has 10 components, according to Seth Arsenian, the first Distinguished Springfield College Professor of Humanics (Arsenian, 1969). Arsenian's attempt to define the essence of humanics was reported by Corinne Kowpak, the college's former dean of students and former vice president for student affairs, in her doctoral dissertation (Kowpak, 1996).

Humanics has the following characteristics:

- A human-centered approach.
- Knowledge for human welfare.
- Integration of knowledge (of head, heart, and hand).
- Emphasis on individual assets (rather than shortcomings).
- International outreach.
- Concern for freedom.
- Respect for students.
- Service motivation.

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The last component, service motivation, is of particular interest in this study. The humanics philosophy sees service to others as the "ultimate moral ideal put to practice." Service is the cornerstone of humanics, and involvement in the community is seen as a valued expression of this service. As a result, out-of-class activities that focus on service provision have traditionally been considered by the college to be *cocurricular,* not extracurricular, because they have a legitimate and essential place in the college's educational process (Kowpak, 1996).

The mission of Springfield College—to "educate students in spirit, mind, and body for leadership in service to humanity"—is the direct embodiment of the humanics philosophy. This mission statement can be recited by virtually everyone at the college. It is what drew many faculty, staff, and students to work at and attend Springfield College. It also is the reason that the college has a strong record of community service.

Springfield College Mission and Vision

The *mission* of Springfield College is to "educate students in spirit, mind, and body for leadership in service to humanity by building upon its foundation of Humanics and academic excellence."

The *vision* of Springfield College is to "reaffirm its traditional excellence in the arts, humanities, and sciences and be a world leader in educating people committed to a life of service to humanity through its programs in physical education, allied health sciences, and human and social services. We will engage our distinctive Humanics philosophy and intellectual resources to enrich society and address its needs. Our excellent educational programming, within and outside the classroom, when experienced by a broad and diverse college community, will produce graduates who are exceptionally responsive to a complex world."

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Community Service at Springfield College Before 1990

The history of community service at Springfield College begins with the relationship of the college to the YMCA. Springfield College's connection with the YMCA has influenced its current curriculum and its orientation toward community service.

Springfield College was originally established as A School for Christian Workers in the late 1800s. It began as a training ground for Sunday school teachers but before long was preparing men for careers as executive directors and physical education directors in YMCAs around the world, according to Gretchen Brockmeyer, acting vice president for academic affairs.

YMCAs have traditionally focused on serving their communities and helping individuals make the connection between spirit, mind, and body. They have always valued physical education, exercise, sports, and athletics as a means to build character, instill leadership skills, and promote healthy living. To meet these YMCA training needs, Springfield College developed a curriculum that emphasized leadership, physical education, sports and movement activities, allied health sciences, social services, and the arts and sciences.

From its early days, Springfield College also emphasized the *application* of knowledge, according to Brockmeyer. Students have been encouraged to take as much as they can from their courses and "make it real." For example, students in the college's education program start teacher practice in their very first semester. This application of knowledge, carried out through a variety of cocurricular activities, has served both as an educational exercise through which students learn by doing and as a service to the community.

From its early days, Springfield College also emphasized the *application* of knowledge. Students have been encouraged to take as much as they can from their courses and "make it real."

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With few exceptions, the form of community service carried out by Springfield College faculty and students seemed to be fairly consistent prior to 1990:

- ***Traditional partners.*** Field-based curricular or cocurricular activities took place at sites operated by recreation, healthcare, and education organizations. Most of these organizations were chosen because they offered Springfield College students valuable experience in fields in which they intended to work after graduation.
- ***Limited city-based service.*** Field-based curricular activities seldom took place in the neighborhoods around the college or even in Springfield. Many, if not most, students completed their internships outside of the city. It should be noted that some activities, like summer camps, did attract local residents.[1]
- ***Individual activities.*** Individuals associated with the college carried out community-service activities and programs. Several individuals, including the late Jesse Parks, are still remembered for the scope and helpfulness of their community activities. However, Springfield College did not play a large role in organizing these activities, directing their focus, linking them with one another, or trying to increase their effectiveness in other ways.
- ***One-way service.*** Some community-service activities involved organizational partners and many clearly provided useful benefits to those outside of the college. However, much of the service provided by students has been described as *one-way*. Essentially, college representatives were acting as missionaries, "doing good in the world."

Before the 1990s there had been sporadic efforts to work more formally with local neighborhoods, according to faculty and students who were interviewed by the author. These efforts included the Community Leadership and Development Program established in the 1970s. In addition, the college offered some support for

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improving neighborhood housing in the 1980s. However, these programs were not part of an institutional commitment or plan.

Springfield College's own struggles with racism may have limited its participation in the largely African-American neighborhoods that adjoin the campus. John Wilson, director of multicultural student affairs, described a 1969 building takeover carried out primarily by African-American students after a cross burning occurred on campus. In response, the administration dismissed the students involved in the takeover. Wilson points out that the college has made considerable progress regarding racism since that time. It appears that Springfield College's success in addressing racism effectively on its own campus positively affected its success in working with neighbors.

Community Outreach in the 1990s

Much of the community outreach and service described above continued at Springfield College through the 1990s. The college was closely tied to Springfield's Parks and Recreation Department and to the Springfield Public School system. It participated in preservice and inservice training of teachers. Undergraduates also tutored and served as mentors for students in elementary and high school.

At the same time, Springfield College became involved in new activities that represented a fundamental change in its community-service commitment and noticeably changed the nature of its service activities. These changes have been described in several articles about the college as well as in many interviews (Lucy-Allen et al., 2000; Lucy-Allen and Seydel, 1999). A list of some of these newer forms of partnership activities is provided in the table on pages 28–31.

In addition to the projects outlined in the table, the college has initiated several important events that encourage students to

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Springfield College: Community Outreach, Development, and Collaboration Activities
(1990s, Selected)

Year	Program	Partner(s)	Activity
1993	The Partners Program	DeBerry Elementary School	Provides tutoring and mentoring program that pairs college students with local youth for academic, social, and cultural activities.
1993	Summer Enrichment Program	Springfield public schools, Mayor's Office, New England Farmworkers Council, Community Foundation of Western Massachusetts, Springfield's Park and Recreation Department, others	Provides trained high school and college students to staff summer programs for youth and families. This program sponsors summer recreation, education, service, and cultural activities.
1994	Project SPIRIT	Springfield public schools, The Learning Tree (community-based agency)	Works to increase the number of students of color who major in education and might teach in the Springfield public school system. Attempts to reduce the number of public school students of color who drop out of school and to heighten the educational aspirations of all students.

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Springfield College: Community Outreach, Development, and Collaboration Activities

(1990s, Selected) *(continued)*

Year	Program	Partner(s)	Activity
1994	5A Program (Academic, Athletic, Arts, Achievement Association, Inc.)	Springfield public schools, local community-based organizations	Sponsors programs that provide comprehensive academic, athletic, and arts experiences for inner-city youth in Springfield.
1995	Colleges Serving the Community	American International College, Springfield Technical Community College, Springfield public schools, Brookings Middle School, DeBerry and Homer Street Elementary Schools	Expands The Partners Program to three new schools. Provides training, technical assistance, and support for service learning at all three colleges. Made possible by a grant from the Corporation for National Service.
1996	The SAGE Project (Springfield Adolescent Graduation Experience)	Springfield public schools, Western Area Office of Massachusetts Department of Youth Services, District Attorney's Office, Springfield Police Youth Bureau, Corporation for National Service, other social service agencies	Works to reclaim youth who are at high risk of criminal involvement and dropping out of school.

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Springfield College: Community Outreach, Development, and Collaboration Activities

(1990s, Selected) *(continued)*

Year	Program	Partner(s)	Activity
1997	Springfield Urban Education Consortium	American International College, Springfield Technical Community College, seven other institutions of higher education	Offers educational programs based at participating institutions, collaborating with Springfield public schools and other urban districts to provide professional development opportunities for public school teachers.
1997	Time Out for Communities	City of Springfield	Provides recreational, educational, and cultural enrichment opportunities for youth, including sports clinics and substance-abuse prevention workshops led by college student-athletes. A new component of the program, "Twenty-First Century Community Learning Centers," provides a variety of academic and recreational activities for middle school students.
1998	Project MIND (Mentors Inspiring New Directions)		Supports and inspires high school students of color to attend college and consider teaching as their career choice. Operates in cooperation with Project SPIRIT.

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Springfield College: Community Outreach, Development, and Collaboration Activities

(1990s, Selected) *(continued)*

Year	Program	Partner(s)	Activity
1998	M and M Program	Springfield College's Project MIND, Springfield Technical Community College's MERIT program (Minority Enrichment and Recruitment Into Teaching), Springfield public schools	Provides afterschool enrichment program to encourage high school students of color to become teachers.
1999	Community Outreach Partnership Center (COPC)	American International College, Springfield Technical Community College, Western New England College, Springfield's City Planning and Community Development Department, Maple High/Six Corners, Old Hill, and Upper Hill neighborhood councils	Links outreach activities of partners into long-term strategic initiative. Project areas include community organizing, planning and partnership, infrastructure, supporting education and lifelong learning, and fair and affordable housing.
1999	ACE (Accelerated Certification for Educators)	Springfield public schools	Helps school paraprofessionals (mostly women of color who live and work in Springfield) to become certified as early childhood or elementary teachers.

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participate in volunteer activities linked with clear community partners. These include:

- An annual Humanics in Action Day, established in 1998. Classes are canceled for the day so faculty, staff, and students can work with local groups on organized activities that benefit local neighborhoods.
- An annual Neighborhood Thanksgiving Dinner, established in 1996. This event is cohosted by the Massachusetts Career Development Institute, a neighborhood agency.

Changes in community service during the 1990s

The newer forms of community service established at Springfield College during the 1990s differ from previous activities in several important ways:

- ***Broader partnerships.*** Unlike community-service activities carried out before 1990, the more recent activities involve multiple partners. These new partners tend to be "younger" organizations, such as neighborhood councils, rather than the more established service organizations that served as the college's more traditional partners.
- ***More sophisticated outreach activities.*** Prior to 1990, outreach activities consisted of simply coordinating field placements in traditional organizations and in standard settings. More recent outreach activities go beyond this formula and involve faculty and students in long-term partnerships that aim to find solutions to local problems. For example, the SAGE Project (1996) attempts to reclaim youth who are at high risk of criminal involvement. ACE (1999) helps school paraprofessionals become certified as early childhood or elementary teachers. More of the newer activities take on a social justice orientation by focusing explicitly on lower income, *at-risk*, and *marginalized* groups. A few focus explicitly on community development and involve working directly with local community-based organizations.

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- ***"Two-way" activities.*** All partners in the new activities have an important say in the nature of the partnership and its activities.
- ***Springfield-based.*** More community outreach activities are taking place in Springfield and in neighborhoods adjacent to Springfield College and its other academic partners.
- ***Integration with the curriculum.*** The new activities integrate service and curriculum more fully than traditional activities did.

Section II: Underlying Changes at Springfield College

A fall 2000 self-study conducted by Springfield College for reaccreditation purposes relates the following changes that took place at the college that impacted the new community outreach and collaboration approach (Springfield College, 2000b). According to the self-study, Springfield College moved:

- "From a college with limited interrelationships with its neighborhood and community… [to] engaging extensively in the life of the city of Springfield."
- "From a relatively small and uncomplicated college in 1989… [to] an institution of a higher order…from three academic divisions...to 19 departments and one school…and finally to four cognate schools and several administrative units with deans, directors, and a vice president for academic affairs."
- "From a college with an oral tradition of policy and procedure… [to] one with written policies, practices, and procedures in continual evolution."
- "From a school with a primarily regional population and a weekend program for working adults…to a national institution with campuses in Springfield and in seven remote locations throughout the country."

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- "From a student population of primarily traditional undergraduates (now more diverse in age and ethnicity)... [to] greater numbers of graduate and weekend [and nontraditional] students."
- "From a college which had distanced itself from its traditional link with one of the nation's (and the world's) largest human service organizations, the YMCA, [to a college that] has reestablished its relationship with that body in education programming throughout the country and in international locations as well."

Clearly, there was a great deal of activity at Springfield College from the mid-1980s to 2001. The task of this section is to sort out the changes that are most likely to ensure some permanence in the redirection of Springfield College's community outreach. To do this, the author looked at changes in several areas of college life:

- Mission/philosophy.
- Leadership.
- Administrative structure.
- Educational programs.
- Curriculum and teaching.
- Faculty, students, and staff.
- Financial resources.
- Plans.

A Word About External Changes

Before looking at changes *within* Springfield College, it is important to take stock of the many external forces that may have influenced the college's changing approach to community outreach.

On the educational front, the last two decades of the 20th century were characterized by growing interest in university-community partnerships and more funding to support such partnerships (Boyer, 1990; Kellogg Foundation, 1999).[2] Urban problems were also receiving increased attention, particularly from the U.S. Department of Housing and Urban Development (HUD), which began establishing Empowerment Zones and Enterprise Communities in 1994.

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In Massachusetts, a wide range of community development organizations, including the Massachusetts Community Development Finance Corporation and Community Economic Development and Assistance Corporation, also were receiving continuing support.

Springfield College took advantage of this general interest in urban outreach by participating in the Massachusetts University Community Partnership[3] and the Massachusetts Campus Compact.[4] Both of these programs are designed to increase support for college and community partnerships.

Several specific events also helped provide Springfield College with community partners who were ready and willing to work with the college. In 1992 the Springfield public school system appointed a new superintendent who opened up the schools to parents, the community, and local agencies interested in working with students. This openness made public schools important and willing partners with the college. In addition, changes in the needs of the YMCA laid the groundwork for that organization's interest in reinvigorating its partnership with Springfield College.

Before looking at changes within Springfield College, it is important to take stock of the many external forces that may have influenced the college's changing approach to community outreach.

Changes in Mission/Philosophy

When asked to explain Springfield College's record of community service in the 1990s, former and current administrators and faculty spoke repeatedly about changes in Springfield College's overall philosophy and in the relevance of its mission. Those changes fell into three general categories as Springfield College experienced a more tangible and formalized sense of its own mission, a new perception of service, and a renewed interest in community partnerships.

A more tangible and formalized mission

Efforts to put the mission of Springfield College into action made that mission seem more tangible during the 1990s, according to Kathryn Gibson, former director of corporate and foundation

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relations. This allowed the college to play a more active role in the life of faculty, staff, and students, said Betty Mann, dean of the School of Graduate Studies. Corinne Kowpak, former vice president for student affairs, suggested that the college's humanics philosophy came to life for students, increasing student opportunities to become involved in the local community. It also made service a much more integral part of Springfield College's cocurricular mission.

A new perception of service

Several members of the college's faculty and administration alluded to the fact that Springfield College's perception of service changed during the 1990s. Malvina Rau, professor of human services and former vice president for academic affairs, reported that more faculty, staff, and students began taking on community organizing and activist roles in the community, rather than traditional missionary service. Social justice began playing a larger role in service activities, she said.

Linda Delano, director of teacher preparation and certification, suggested that service began to be seen as much more of a two-way street. There was a growing realization on campus, she said, that community organizations and residents had as much to offer Springfield College as the college had to offer the community. As former President Randolph Bromery put it, more people at the college now understand that their neighbors want the same things as Springfield College does.

As a result of this new view of service, Springfield College started to become a player in the *whole* community, according to Gretchen Brockmeyer, acting vice president for academic affairs. The college's service program moved from an emphasis on individual actions to one on cocurricular service and, finally, to service that was embedded in the curriculum (service learning). According to John Wilson, director of the Office of Multicultural Affairs, outreach efforts were occurring more often through partnerships.

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Support for partnerships from college leaders

Dale Lucy-Allen, former director of the student volunteer programs office, and now director of community relations, says that the changes at Springfield College reflected "a renewed focus on preparing students to be leaders in service to others." This sentiment has been consistently echoed by the highest administrators. Current President Richard Flynn, in his first comments to the Springfield media, conveyed his strong belief that the college needed to be a part of—and not apart from—the surrounding community. Bromery suggested that community partnerships can help Springfield College meet its real goal, which is to develop effective citizens and not simply train employees for work.

Changes in Leadership

Leadership, and changes in leadership, played a very important role in helping Springfield College redefine its approach to community service during the 1990s. Although presidential leadership was important in setting and carrying out the community outreach agenda, leadership at other levels of the college also played a critical role in the changes that took place.

Randolph Bromery

Most of those interviewed for this study credited Bromery with bringing about dramatic changes in the community outreach philosophy and behavior of Springfield College in the 1990s. Bromery became interim president in 1992. Within a year, he was appointed president and served in that capacity until 1998. He was the college's first African-American president.

Before his arrival at Springfield College, Bromery had a distinguished career as a scholar, teacher, and academic administrator. In addition, his work reflected a strong commitment to social justice. For example, while serving as chancellor of the Amherst campus of the University of Massachusetts, Bromery substantially increased educational opportunities for that school's minority students.

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Bromery had been planning to retire when Springfield College offered him the position of interim president. He accepted the position, he said, largely because of the college's commitment to community service and its location in a largely African-American neighborhood. However, Bromery expressed the belief that he was hired principally for his management skills. When he arrived at Springfield College, the college was nearly $2 million in debt and running a large deficit. Enrollment was dropping and the board of directors felt the college had lost direction.

During Bromery's years as president, Springfield College did get back on a strong financial footing. His administration instituted better financial information and budgeting systems and refinanced the college's debt on more favorable terms. It also increased annual fund contributions almost fivefold, substantially added to the college's endowment fund, increased its return on investments, and eliminated its operating deficit. Essentially, Bromery created the financial foundation needed to support a full range of other college activities. Under his leadership, grant funding for college activities increased approximately tenfold. Significantly, most of these grant funds supported community partnerships.

DeBerry partnership. Bromery's first major outreach effort involved establishing a partnership with the William N. DeBerry School, an elementary school in the college's immediate neighborhood. Many individuals interviewed for this study suggested that this important step directed the college's attention to its surrounding neighborhood and signaled interest and willingness to work more closely with community partners.

Through the DeBerry partnership, Springfield College undergraduates began tutoring young students one-on-one. This initiative was energetically supported by Springfield's new superintendent of public schools and opened doors for many of the collaborations that followed. Those collaborations included The Partners Program, which eventually involved two other colleges and two other public schools in tutoring activities. Lucy-Allen, who played a key

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role in developing The Partners Program, described Bromery's initial outreach to DeBerry as a "symbolic rebirth of the Humanics mission in our adjacent community" (Lucy-Allen et al., 2000).

The YMCA connection. In a second critical step, Bromery reconnected the college to the national YMCA. He did this principally by building ties between the YMCA and the new School of Human Services (SHS), acquired in 1988. This reconnection was necessary, according to Paul Katz, the current director of the YMCA Relations Office at the college, because the once close relationship between the YMCA and Springfield College had changed over the years.

"In modern days the relationship between the YMCA and Springfield College grew to be like that of distant cousins: a common heritage with shared values, but not a great deal of substantial communication or support," he said. During Bromery's administration, the two partners signed an agreement that was designed to renew and strengthen the partnership between the institutions. A jointly funded YMCA Relations Office was then established at the college. It was staffed, said Katz, by "a director with significant YMCA professional experience and certification."

This reconnection with the YMCA brought new life to the college's mission and represented an important community outreach partnership in itself. Academic credit at Springfield College is now offered to YMCA personnel engaged in the association's career development programs. In addition, Springfield College has worked with individual YMCAs to create additional external campuses for the college's SHS in Boston, Massachusetts; Inglewood/Los Angeles, California; Milwaukee, Wisconsin; San Diego, California; Tampa, Florida; and Wilmington, Delaware. (See appendix B.)

Organizational planning and changes. Bromery's third important step toward community engagement involved his efforts to affirm Springfield College's mission through a collegewide strategic planning process that took place between 1993 and 1995. The resulting plan, called *Vision 2003: Framework for the Future,* included

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goals for diversity and community outreach that still play an important role at the college. To help Springfield College carry out these goals, Bromery established the Student Volunteer Programs Office in the Division of Student Affairs. This office has been a prime mover for much of the growth and change in the college's outreach agenda. In addition, he chose, supported, and inspired a second tier of administrative and academic leaders who would direct the college's new community outreach activities. Many of these individuals saw themselves as *change agents*. Examples of their activities and accomplishments can be seen throughout this study.

Richard B. Flynn

Flynn became Springfield College's current president in March 1999. He was described in the Springfield College *Triangle* (Winter 1999) as having "international experience in such diverse areas as strategic and long-range planning, leadership training, university-school collaboration, technology planning, campus master planning, faculty development, and organizational evaluation." He has, according to the *Triangle*, "a national and international reputation in the planning, funding, and programming of physical education, athletics, and recreation facilities." Flynn earned his bachelor's, master's, and doctoral degrees in physical education.

Flynn's work on university collaboration is of special interest to this study. While at the University of Nebraska/Omaha, Flynn established the Metropolitan Omaha Educational Consortium, an important university-community collaboration. He also wrote several articles on cross-sector collaboration and a book on school-university collaboration (Flynn and Russell, 1992, 1997; Flynn, 1997). The articles were written with Jill Russell, previously at the University of Nebraska/Omaha and now Flynn's executive assistant at Springfield College.

Flynn's actions since his appointment indicate a strong and continuing interest in building and supporting university collaborations. He has identified collaboration as one of his 10 primary goal areas for the college and is promoting collaboration strategies

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that are very much in line with outreach and partnership activities that emerged at Springfield College in the 1990s. When asked about his goals for the college, Flynn spoke of developing a seamless process for addressing community problems. He also plans on building cross-sector collaborations and instituting stronger leadership preparation for all students.

Flynn is concerned about the college's administrative infrastructure for community outreach. He has taken several steps to centralize and coordinate Springfield College's activities in this area. In 1999 he established the position of Director of Community Relations to coordinate the college's collaborative activities and community outreach budget. He then asked Lucy-Allen, Brockmeyer, and Director of Grants Linda Marston to develop a plan that would "guide the development and implementation of an infrastructure to institutionalize, centralize, and decide upon the involvement of Springfield College in outreach activities (with a priority being our neighboring community)." Flynn supports increased clarity about outreach goals and strategies as well as appropriate administrative support procedures for outreach activities. Putting this clarity in place, he says, is his contribution to advancing the college's mission.

"With Dr. Flynn's arrival, the focus has moved to implementing a campuswide structure that will communicate, sustain, and support the expansive outreach that is occurring in our community."

Dale Lucy-Allen
Director of Community Relations

Lucy-Allen sums it up this way: "The initial successes of outreach through partnerships enabled new and innovative programs to be developed [in the 1990s]. With Dr. Flynn's arrival, the focus has moved to implementing a campuswide structure that will communicate, sustain, and support the expansive outreach that is occurring in our community."

In addition to the actions described above, Flynn strongly supported the college's application for a Community Outreach Partnership Center grant and the addition of collaborative activities to promotion and tenure guidelines. He has also joined the executive committee of the Massachusetts Campus Compact and met with Springfield's neighborhood councils. He made

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Humanics in Action Day an annual event and supported the annual Thanksgiving Dinner for the neighborhood. These actions strongly support Springfield College's commitment to community outreach and partnerships. They also serve to place increased attention on the value of working more closely with local neighbors.

Changes in Administrative Structures

Institutionalization manifests itself in changes that last beyond the tenure of any one individual. Several permanent changes in Springfield College's organizational structure occurred between the mid-1980s and 2000. These new structures embody the college's increased commitment to:

- More organized community outreach.
- Community partnerships that focus on social justice issues.
- Incorporation of service into the curriculum (service learning).

The new structures include the Office of Student Volunteer Programs, the Office of Teacher Preparation and Certification, the Office of Multicultural Affairs, the Committee for the Advancement of Service Learning, the Social Justice Committee, the YMCA Relations Office, the Community Outreach Group, and the Director of Community Relations.

Office of Student Volunteer Programs

During the 1993–94 academic year, the Division of Student Affairs used its annual survey to ask residential undergraduate students if they were interested in becoming involved in neighborhood-based service programs. More than 75 percent of the students responded. Two-thirds (66 percent) said that they wanted to be involved in such programs; three-quarters (75 percent) said they were interested in working with neighborhood youth through educational or recreational activities. Some students said they could participate only in one-time events, whereas others said they would devote as many as 10 hours per week to community outreach activities. Such data motivated Springfield College to create and fund the Office

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of Student Volunteer Programs (SVP) in 1994. Lucy-Allen served as its first director.

Since 1994 SVP has developed into both a clearinghouse and a coordinator of volunteer opportunities for students seeking either 1-day service events or ongoing service placements. SVP has more than 120 community-based organizations and schools in its database. It promotes service activities widely through classes, residence halls, and other means. In addition to helping individual students and organizations, SVP now coordinates Humanics in Action Day and other campuswide volunteer activities. An increasing number of these activities are carried out through explicit college-community partnerships.

Growing student involvement in these service activities led SVP and faculty members to explore ways in which they could integrate service more fully into the college's curriculum. SVP now coordinates all service-learning activities on the Springfield campus. It also has played a major role in identifying and supporting opportunities for service-related partnerships for the college. Between 1994 and 1999 SVP submitted or collaborated on 14 grant applications related to community outreach. Thirteen of these grants have been funded, raising more than $2 million in additional resources for the college.

Office of Teacher Preparation and Certification

The Office of Teacher Preparation and Certification "changed its role dramatically in the early to mid-1990s, shortly after Linda Delano arrived at Springfield College," said Rau. Delano is credited with developing new community-oriented teacher preparation programs, including Project SPIRIT, SAGE, and ACE, which are briefly described in the table in section 1. She is also responsible for engaging education students in neighborhood schools and working with faculty on the development of grant proposals seeking funds for school-college collaborations.

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"Prior to Linda's arrival, the office largely placed student teachers, coordinated program approval visits, and advised students about certification," Rau said.

Office of Multicultural Affairs

In 1991 the Office of Minority Affairs was renamed the Office of Multicultural Affairs. Several years later it moved to a more prominent location on campus. This office provides support and education involving multicultural issues. It has played a key role in developing student orientation activities and special programs about race relations, homophobia, and other social justice issues.

Committee for the Advancement of Service Learning

This committee of the Springfield College Faculty Senate, established in 1997, reflects a growing focus on service learning. Each year the committee supports the efforts of two faculty members to revise their courses so they incorporate community service learning. The committee was established in conjunction with the Colleges Serving the Community program that brought Springfield College, American International College, and Springfield Technical Community College together in a partnership focusing on community outreach and education issues.

Social Justice Committee

The Social Justice Committee is a subcommittee of the Faculty Curriculum Committee. It provides support for courses that meet the all-college requirement in social justice (Springfield College, 2000b).

YMCA Relations Office

The YMCA Relations Office was established in 1994 during the Bromery administration. This office, which reports to the college president, coordinated the expansion of SHS in collaboration

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with YMCAs around the country. It also coordinates the training that it offers to YMCA personnel. As part of this training effort, the college's Triangle Scholarship Fund has been offered to more YMCA careerbound students from around the country in recent years. In addition, the YMCA Matching Scholarship Fund was instituted in 2001 to encourage local YMCAs to sponsor, and provide matching tuition funds for, students attending Springfield College.

Community Outreach Group

The Community Outreach Group is responsible for providing recommendations to Flynn regarding ways in which Springfield College can develop and implement a sustainable system of community outreach and collaboration. This group, originally called the Community Council Steering Committee, was established in 1998 to "identify and assess the college's current outreach efforts... [and] to develop a comprehensive plan with the community to address the needs of collaborative efforts" (Lucy-Allen et al., 2000).

Director of Community Relations

Flynn established the position of Director of Community Relations in 1999.[5] In doing so, he combined the college's community outreach budgets and centralized all of its collaborative activities in the president's office (Lucy-Allen et al., 2000).

The Office of Community Relations now oversees the development of systems to coordinate the college's diverse collaborative and outreach efforts. It also provides recommendations to the president on ways to strengthen the college's relationship with its surrounding community. The office promotes Springfield College's outreach role through publications like *Springfield College Serves the Community* (2000) and *Impacts of an Involved Institution* (2001). Similar publications will be produced annually.

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Changes in Educational Programs

A college's educational focus contributes to that college's culture. It affects the nature of the college's debate and discussion, influences who teaches and studies on campus, and determines what values and concerns will be prominent. Educational programs also determine, to a large extent, what a college has to offer its community in terms of skills and knowledge, if and how the college sees itself relating to the community, and how the college defines its community.

A broadening of Springfield College's educational programs between the late 1980s and 2001 played an important role in changing Springfield College's view of community service, outreach, and partnership. It also helped expand what the college had to offer to community groups.

School of Human Services

In 1988 Springfield College acquired SHS from New Hampshire College. This acquisition brought to Springfield a new program, new faculty and students, a new perspective, and three off-campus sites. (The programs from one of those sites, in New Haven, Connecticut, were moved to Springfield after the merger.) The merger also helped Springfield College develop a new approach to community service both on the Springfield campus and at the college's newly acquired external campuses.

SHS was established in 1976 as part of Franconia College in New Hampshire. From the beginning, it provided adults with access to quality accredited degrees that would enhance their commitment to and ability to perform community service (Springfield College School of Human Services, 1999). SHS moved to New Hampshire College in 1978 and spent the 1980s developing its graduate program and establishing additional sites in Littleton, New Hampshire (which later moved to St. Johnsbury, Vermont); New Haven, Connecticut; and Springfield. By 1987, according to SHS Dean Daniel

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Nussbaum, the school had approximately 23 faculty, 14 staff, and 600 full-time equivalent (FTE) students.

In 1988 major changes at New Hampshire College required that SHS seek a new site. Individuals involved in the decision to merge with Springfield College said during interviews that they felt the idea of a merger interested both Springfield College and SHS for several reasons. These reasons were described in the college's 1989 self-study for reaccreditation:

> The merger...brought together institutions with comparable missions and comparable national and accrediting reputations. Both parties to the merger have a strong and coherent sense of mission, which informs what they do. The School of Human Services has been called a "model" institution with a mission, which was described by one review team as "both academically responsible and socially responsive to the educational and career needs of experienced, mature, adult students." The goal of the merger was to bring this innovative school to Springfield in a manner which would improve both the college and school's ability to implement their comparable missions and to enhance both institutions' outreach to multicultural students, faculty, and communities (Springfield College, 1989a).[6]

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Differences in mission and pedagogy. The expansion of Springfield College's educational focus and programs, which came about through the merger, had important, and perhaps unanticipated, effects. The merger grafted onto the college an established school with a mission, an educational philosophy, and faculty and students that differed in important ways from the college. As noted above, the Springfield College mission is "to educate students in spirit, mind, and body for leadership in service to humanity by building upon its foundation of Humanics and academic excellence." On the other hand, SHS seeks to "provide broadly accessible higher education in human services for adult learners that embodies the principles of Humanics, community

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partnership, and academic excellence to achieve social and economic justice."

SHS's emphasis on human service, accessible education, adult learners, community partnerships, and the ultimate goal of achieving social and economic justice is consistent with the college's humanics philosophy. However, the SHS mission statement is more specific about how the school will carry out its service to humanity. SHS's dual focus on achieving social and economic justice and on educating adult learners has contributed to considerable debate on the Springfield campus. This debate has helped shape the college's approach to community outreach and partnership.

SHS is principally an adult education program. It serves older students, many of whom work full-time, most of whom are very engaged in their communities. The school's educational approach builds on students' experience and their ties to work and community. It incorporates community service directly into an interdisciplinary curriculum that relies heavily on methods like journaling and self-evaluation. These methods are more often seen in adult education programs than in traditional residential undergraduate programs.[7,8]

As SHS was integrated into Springfield College, differences between the two entities led to what most interviewees described as a very useful, albeit painful, debate that had an impact on both the college and SHS.[9] These discussions were conducted, in large part, through several committees established to work out specific policy issues such as admissions criteria, curriculum and course design, faculty evaluation, program control, financial arrangements, and administrative procedures.

Unprecedented growth. The merger between Springfield College and SHS has increased the size of the faculty and the student body at Springfield College. In 1985 Springfield College enrolled about 2,350 students; in 2000, enrollment stood at approximately 4,000. The impact of this growth was felt more at Springfield's satellite

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campuses than on the Springfield campus. By 2000 the college had seven external campuses, all of which housed SHS faculty, staff, students, and programs.

SHS has also experienced growth since the merger took place. The school had 23 faculty members and 600 students in 1987. By 2000 its faculty had increased to 76 (33 full-time and 49 part-time) and its student body to 1,286 (988 undergraduate and 298 graduate).[10] There are now 14 SHS faculty, 14 staff, and 369 FTE students in Springfield alone. This represents about 7 percent of the total faculty and 15 percent of the students on the Springfield campus.

School of Social Work

Another important change in Springfield College's educational focus is its new School of Social Work (SSW), which had its roots in SHS. SHS's graduate social work program had already applied for candidacy status with the Council on Social Work Education when SHS merged with Springfield College. This status was granted in June 1989 and the program was accredited 2 years later (Springfield College, 1989). SSW is now a separate school within Springfield College. Located on the Springfield campus, it employs 10 faculty members (8 full-time and 2 part-time) and enrolls 188 graduate students.

According to its 1999 catalog, the SSW mission flows naturally from the humanics philosophy. That mission is to prepare "individuals to meet universal human needs that will engender mutually beneficial interaction between individuals and social systems at all levels, based on principles of economic and social justice, dignity, and human rights."

SSW offers a master's degree in social work through options of study that meet the needs of both recent college graduates and older students. The school's mission, its older student body, and its use of adult education pedagogy in many of its classes make it similar to the SHS program. Undoubtedly these characteristics

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have contributed to some of the changes in community outreach philosophy on the Springfield campus.

Changes in Curricula and Teaching

Several important curricular changes occurred at Springfield College in the 1990s. These changes reflected, supported, and helped implement the broad changes taking place in the college's community-service philosophy. Institutionalization of this expanded community outreach has occurred through new course requirements, educational programs, and an administrative infrastructure that all support and encourage community service and partnership. Some of the more successful efforts to institutionalize the new community outreach include a new social justice requirement, new curricula, service learning, the Committee for the Advancement of Service Learning, and student volunteer service experiences.

New Curricula

Students now are required to take one class from a menu of courses that explore issues related to oppression. In addition, several of the college's new partnerships have involved the creation of new curricula that include a social justice element. Project SPIRIT, for example, was designed to recruit city residents of color, especially men, to enroll as education majors. This was intended to increase the number of teachers of color in the public schools and, consequently, to heighten the educational aspirations of students. Another initiative, the SAGE Project, was designed to reclaim youth who are at high risk of criminal involvement and dropping out of school. It resulted in the establishment of a new master's degree program for teachers interested in working in troubled urban areas and/or with behaviorally high-risk students. A third program, ACE, helps public school paraprofessionals (mostly women of color who live and work in Springfield) become certified as early childhood or elementary teachers.

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Service learning

Although service learning has existed at Springfield College for many years, several important developments have increased its prevalence throughout the curriculum. Service learning is a key element in the SHS curriculum, which requires students to conduct community research before they can receive their degrees. As SHS grows, service learning continues to increase. Service-oriented forms of education and learning receive new prominence when SHS students make their community project presentations on the Springfield campus.[11]

Institutionalization of this expanded community outreach has occurred through new course requirements, educational programs, and an administrative infrastructure that all support and encourage community service and partnership.

Service learning is increasing in other academic departments of the college. In 1993, the college offered only three service-learning courses, excluding SHS courses. In 1998, as a result of efforts by the Committee for the Advancement of Service Learning, the service-learning curriculum had grown to 56 courses.[12] A recent faculty survey indicated that 46 to 50 percent of the college's traditional curriculum now has a service-learning component. The Committee for the Advancement of Service Learning is now working to create a college infrastructure to support service learning, according to Faculty Chair William Fisher. This infrastructure will include clarifying what constitutes service learning and developing common definitions, clear policies and procedures, and a manual to help faculty use service learning. Susan Joel, a faculty member in the Sociology Department and a former committee member, predicts that these committee activities will help to institutionalize service learning and will likely increase the use of service learning by the faculty.

Beyond the classroom, the college's efforts to organize opportunities for student service, including Humanics in Action Day, are an essential way to strengthen and support community outreach through partnership. Coordination of service learning through the Office of Volunteer Programs helps take this support a step further.

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Examples of Service Learning at Springfield College

Groups of students in Professor Susan Joel's urban sociology class are working at a variety of sites on service-learning projects. These groups:

- Worked with local citizens to identify possible sites for a multi-purpose stadium that would be home to a minor league baseball team.
- Did survey work with a local food pantry to identify trends in what brings people to the pantry.
- Worked with a drop-in center for those who are HIV positive.

Professor William Fisher coordinated several service-learning courses sequenced to help students experience different levels of engagement and learn different concepts and skills. The courses:

- Provide pre-internship experiences.
- Offer different levels of internships. These levels provide increasingly intense opportunities to work directly with clients and to apply skills learned in other courses.
- Include contextual and issue courses. These courses run concurrently with service-learning classes. One class in grant writing, for example, requires students to work with an organization to write a fundraising proposal.
- Provide volunteer service. There are also numerous opportunities for volunteer service available to all students at Springfield College.

Changes in Faculty

Changes in the composition of the faculty since the mid-1980s also probably played a role in helping to increase the college's community-service outreach. New faculty members, with new attitudes toward service learning, have impacted the college's educational programs, bringing about some of the changes discussed earlier in this section.

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Individuals who joined the Springfield College faculty after the college's merger with SHS and the creation of SSW brought a more activist, social justice orientation to community service. This may have helped move the college toward its newer outreach approach.[13] Hiring for other faculty positions during the 1990s also reinforced this change.

Rau, the vice president for academic affairs from 1992–98, reported that she "sought people who fit with the contemporary mission of the college" when hiring new faculty. Brockmeyer, the current acting academic vice president, confirmed that Rau "hired 10 to 15 faculty who were more oriented toward social justice than the average faculty member." William Fisher, the faculty chair of the Committee for the Advancement of Service Learning, reported that there had been an "influx of newer faculty who were service-oriented in their teaching, helping to enhance the service learning pedagogy."

Faculty rewards and incentives

Faculty rewards and incentives play a significant role in maintaining or changing a college's faculty culture. In 1992 Springfield College revised the guidelines used by the Faculty Committee on Tenure, Promotion, and Sabbaticals. The guidelines now identify different forms of service for which faculty can be rewarded. The guidelines also suggest ways in which a faculty member can present his or her activities so they will be in line with the evaluation criteria.

The revised promotion criteria certify that for promotion, faculty members must "have demonstrated effectiveness in teaching" and "have demonstrated substantial contributions in scholarly endeavor, professional service, college service, and community service, including significant achievement in two of these areas (for promotion to full professor) or one of these areas (for promotion to associate professor)" (Springfield College, 1992).[14] The elevated importance of service, which allows faculty to be promoted with service accomplishments

The elevated importance of service, which allows faculty to be promoted with service accomplishments rather than scholarship, is quite unusual and clearly reflects the college's humanics philosophy.

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Service activities are defined as follows:

College Service includes:

- Service through all-college committees, task forces, and special projects.
- Departmental service through committees, student activities, recruitment/admissions work, and public/alumni relations.
- Administrative service as a department chairperson, school director, program coordinator/director, clinical experience/ fieldwork coordinator, or coordinator of multisection courses or all-college requirements.

Job-Related Community Service includes:

- Service activities that are part of a faculty's member's workload assignment, including work with human service agencies, charities, schools, and community organizations.
- Voluntary service activities. These activities can also be listed on curriculum vitae and identified in applications for tenure, promotion, and sabbatical leave.

Professional Service includes:

- Serving as an officer of a regional or national professional organization.
- Serving as a committee member of a local, State, regional, or national organization.
- Serving as editor of a professional journal.
- Serving as a consultant for an outside agency or institution.
- Giving lectures or presentations on campus for other programs or majors.
- Providing consultation, inservice programs, workshops, or educational programs on campus or for college constituents.

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Rewards for Job-Related Community Service are probably the most supportive of the college's community outreach goals. However, credit for fieldwork coordination (under College Service) and consultation to an outside agency or institution (under Professional Service) may also support these outreach goals. With the increase in service-learning activities within the Springfield College curriculum, the rewards for teaching and service provide plenty of room for faculty members to be successful at Springfield College while also being actively engaged in community outreach and partnerships.

The new promotion criteria were not intended to minimize the importance traditionally placed on teaching, scholarship, and service. Instead, they were designed to "establish criteria that more accurately reflected actual committee decisions and to be clearer upfront about expectations," according to Brockmeyer. Brockmeyer reported that the new criteria and the accompanying work plan for faculty members were also a response to a recurring question about what faculty activities would be considered equivalent when computing faculty workloads. The committee hoped that the revisions would also clarify, at least within departments, the relevance of different activities to promotion and tenure decisions.[15]

Faculty education

Faculty education over the period of this study was consistent with the changes in values and expanded application of the service philosophy taking place at Springfield College. The most explicit form of faculty education is the Faculty Institute, a series of presemester faculty orientation sessions. In recent years, the Faculty Institute has presented special workshops on discrimination (1987), social justice (1990), learning styles (1993), homophobia (1995), racism (1996), disability awareness (1997), and building community and service learning (1999).

Another relevant source of collegewide education during this period was the Pew Roundtable, a national dialogue among higher education institutions. The roundtable, funded by the Pew

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Charitable Trusts, focuses on change and the necessity for change. Springfield College was chosen to participate in one of the early roundtables, held in 1994. Twenty-five members of the Springfield College community, representing a wide spectrum of administrators, faculty, and board members, chose "diversity and social justice" as the theme for the roundtable. During the following days, participants discussed how Springfield College should and could make progress regarding issues of diversity and the responsibilities the college had as a member of its neighborhood. Rau recalled "a very lengthy and contentious discussion about service to others and the differences between serving as a 'missionary' and serving as a 'change agent.'" As a result of the roundtable, Springfield College instituted its 3-year social justice agenda, to be carried out, in part, through the Faculty Institute.

The college's partnerships with community stakeholders have been an additional source of education for faculty members. The value of community outreach through partnership became clearer and more widely held as newer partnerships were developed and funded, and as more faculty became involved in, or heard about, these partnerships.

Changes in Students and Cocurricular Activities

During the 1990s the goal of the Office of Student Affairs was to make service an integral part of the students' cocurricular activities. Kowpak, former vice president for student affairs, said she felt it was essential to build on student interest in service by providing and coordinating opportunities for community outreach that capitalized on these interests.

The increased involvement of students in community service was a driving force for change at the college, according to Lucy-Allen, director of student volunteer programs from 1994–99. Lucy-Allen said he believed that the college's "renewed focus on preparing students to be leaders in service to others" actually came from the students themselves. "Putting this [new direction] into action in

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our local community became an increasing desire of students, then faculty, and was increasingly supported by the administration."

The students who are attracted to and recruited by Springfield College represent an important resource for Springfield College's community outreach and partnerships. The college's 1993–94 student survey showed that two-thirds of entering undergraduate students had engaged in some kind of community service. Further examination led Kowpak and Lucy-Allen to realize that the level of student interest in community service was not adequately matched by available service opportunities once they arrived in Springfield. This led the college to establish the Office of Student Volunteer Programs, Humanics in Action Day, and a variety of other ways to channel student interest into support for the college's traditional and emerging community-service philosophy.

It can be assumed that the social justice concerns among students grew during the 1990s in direct proportion to the percentage of racial minorities among the college's students. The percentage of racial minorities in the student body was 9.7 percent in 1997–98. However, when SHS students were included in the count, the percentage grew to 24 percent in 1999–2000 (Springfield College, 2000b).[16] Topics discussed during new student orientations each year reflect this new awareness of social justice issues. Workshops on race relations and multicultural relations are recurring orientation themes. New topics, such as homophobia, are added every year, according to Wilson, director of the Office of Multicultural Affairs.

In 1992 there were very few Springfield College students participating in internships and other forms of field work in the city of Springfield, according to Bromery and Lucy-Allen. Now, hundreds of students each year serve as ongoing volunteers or interns within the city limits.

Changes in Board and Staff

In 1993 the board of Springfield College was faced with a faculty vote of no confidence in the previous president and a growing

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financial deficit. In response, they hired Bromery based on his record of academic administration. Bromery's hiring did not necessarily represent the board's commitment to community service. Some individuals interviewed for this study expressed the impression that board members were nervous about the changes that took place under Bromery's watch. These individuals suggested that the board was more interested in conducting a capital campaign and carrying out campus physical development projects than changing the college's community-service philosophy. However, others suggested that the board, and the college's administrative leaders, were often "out in front" of many faculty members regarding Springfield College's community-service philosophy.

Board and staff members received various forms of education that may have helped push the change process along. For example, a 1-day development session, called "Shine," provides all staff members with an orientation to the college's history, mission, and commitment to service, and encourages them to pursue this service orientation through their jobs. Board training has included presentations by students, faculty, and staff on the diverse opportunities for involvement with the local community. The first board meeting hosted by Flynn celebrated the college's collaborative involvement with its community.

Changes in Finances and External Funding

Effective community outreach and partnerships require a stable financial base and effective fundraising. Both of these components were put in place at Springfield College during the 1990s. First and foremost, Springfield College's finances were strengthened during this period. As mentioned earlier, Bromery refinanced debt on favorable terms, increased annual fund contributions, eliminated the college's operating deficit, and raised the endowment from $12 million in 1993 to $43 million in 1998. In addition, governmental and private grant funding grew rapidly beginning in

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1995. Much of this funding supported community partnership activities.

Grant support had been quite modest before the mid-1990s. This support increased dramatically when Bromery assigned two development professionals (Marston, grants officer, and Gibson, director of corporate and foundation relations) to find support for community outreach and partnerships. Between June 1994 and May 2000 the college received 52 government and foundation grants, totaling $3.8 million, for partnership-related activities. Annual grant fundraising grew from less than $100,000 before 1994 to between $700,000 and $800,000 by the late 1990s. (See appendix C for more information.)

The importance of this strong fundraising record cannot be overstated. Many of the partnerships listed in the table could never have been launched without this kind of support.

Strategic Plans

Since the mid-1980s, three planning or planning-related efforts have taken place at Springfield College. These efforts have mirrored and supported the new community-service direction.

1988 Springfield College strategic plan

This short plan presents 13 institutional objectives. The last objective is the only one with direct relevance to this study. It reads: "The college will expand its commitment to serve as a resource to improve the quality of life in the local community." In a later section, the plan spells out 28 issues related to its objectives, along with strategies and action plans. There is only one mention of community service, outreach, development, or collaboration in this section. The document calls on Springfield College to "continue to strengthen the college's community outreach programs" and plan to "heighten the college's visibility and enhance its stature." The plan's writers may have assumed that any form of community service was part of the college's humanics philosophy.

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However, this service was clearly not considered a priority or worthy of any special attention in the 1988 strategic plan (Springfield College, 1989).

The 1995 strategic plan

Vision 2003: Framework for the Future, developed under Bromery's administration, is mentioned often at Springfield College (Springfield College, 1994). The college's Institutional Self-Study (2000b) refers to *Vision 2003* as Springfield College's "primary planning and evaluation document." Lucy-Allen and Jennifer Seydel (1999) write, "This revisioning process, known as Vision 2003, clearly projects the college's role in the community and includes service learning and community outreach as part of the academic process."

In spite of this fanfare, *Vision 2003* does not call for strengthening or expanding community outreach or service at Springfield College. Nor is engagement listed as one of its 11 goals. The plan does, however, list "strengthen community outreach and support" as one of its 23 planning assumptions. It also lists related assumptions to "increase commitment to and awareness of the mission…of the college," "build upon its commitment to…the YMCA and other human service organizations," and "include and promote the college's distinctive cocurricular philosophy in out-of-class activities."

While *Vision 2003* has some surprising limitations, it does bring community outreach directly under the goals of "academic excellence" and "diversity and sensitivity." Under the goal of academic excellence, a major objective is "increasing the quality of clinical and experiential education." One of the strategies to achieve this objective is to "increase and support collaborative efforts with community to expand linkage between theory and practice."

Community outreach gets the most attention under the goal of "diversity and sensitivity," which includes "increasing college community awareness of, and sensitivity toward, the contributions of persons and groups diverse in race, ethnicity, national background, religion, gender, sexual orientation, and ability." One of the

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objectives under this goal is "improving relations between the members of the college community and members of the local community." According to the plan, this objective will be reached through the following nine strategies:

- Develop more programs that take students out into the communities adjacent to the main campus.
- Provide sensitivity training and multicultural education for students who go into the community.
- Encourage faculty to include community involvement in course requirements.
- Provide training for faculty whose students go into the community as part of a course requirement.
- Encourage faculty to set a positive example for students in their interpersonal relations with African, Latino, Asian, and Native American (ALANA) persons on campus and in the community.
- Develop a continuing series of events, including speakers, forums, and lecture series, at which issues of race/ethnicity are discussed.
- Develop and fund a speakers' bureau of community leaders to serve as classroom resources.
- Invite community members and groups to campus events.
- Provide scholarship monies for students from the local community.

Community outreach gets the most attention [*in Vision 2003*] under the goal of "diversity and sensitivity," which includes "increasing college community awareness of, and sensitivity toward, the contributions of [diverse] persons and groups. . ."

Clearly, community outreach and collaboration get substantially more attention in the 1995 plan than they did in 1988. However, they still do not merit a goal of their own. Collaboration is sought principally as a way to increase experiential learning and academic excellence. Likewise, outreach activities are valued because they improve relations with the community and enhance the *college's* awareness and sensitivity. Any value that outreach and collaboration might hold for the community seems to take a back seat.

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It should be noted that outreach activities recommended in the plan are designed to take place within the neighborhoods that are adjacent to the college. This recommendation is embedded in human rights and social justice concerns and is consistent with some of the changes in the college's community-service expansion.

A Plan for Springfield College

The most recent planning document, *A Plan for Springfield College*, was developed in 2000 during the Flynn administration. This plan reaffirms and elaborates on the college's mission and vision and on the *Vision 2003* plan. It was based on earlier plans; several consultant reports; a survey and conversations with faculty, students, and staff; and literature on trends in higher education, according to Russell, the executive assistant to the president. The plan is largely made up of goals and strategies. The college is currently developing substrategies for use at the division and school levels (Springfield College, 2000a).

A Plan for Springfield College goes well beyond earlier plans because it includes collaboration as one of its 10 primary goal areas. The collaboration goal is defined as enabling "strategic partnerships internally and externally which support fulfillment of the institutional mission both on campus as well as in the community, State, Nation, and the world." Collaboration strategies include the following:

- Support expanded collaboration with the community.
- Assess and expand service learning.
- Reaffirm and strengthen relationships with the YMCA and other nonprofits.
- Increase interdisciplinary, interprofessional studies.
- Encourage and reward collaborative interactions across departments/schools.

This goal statement provides explicit, written support for community outreach and collaboration. Its associated strategies identify key areas in which action can be taken to achieve effective collaboration.

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The collaboration goal and these strategies support and extend the college's efforts during the 1990s to strengthen its commitment to community outreach and partnership.

Section III: Institutionalization

Clearly, Springfield College's application of its historic community-service philosophy has grown and the college has instituted many changes in support of this new approach. However, one critical question still remains. Has this new approach become institutionalized? Are the changes that support Springfield College's expanded community outreach sufficiently built into the structure, policies, procedures, and culture of the college? Can the college sustain its new level of community services?

These questions cannot be answered without an assessment of how widespread the college's reported changes are and a determination of what factors will potentially support or weaken the college's ability to continue in this new direction.

Acceptance of Change

Judith Ramaley, writing about community engagement by colleges and universities, argues:

> As change progresses, it is important to remember that it is not necessary to convince everyone in order to make substantive changes in the intellectual environment and values of an institution. In fact, there is some indication that a turning point is reached when *even one-third of the faculty have accepted engaged work as legitimate.* By that time, a campus will have established *a comprehensive environment that supports [community] engagement...* [making] it possible for an institution to become a good citizen and sustain meaningful relationships with the members of the communities it serves" (emphasis added) (Ramaley, 1999).

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The experiences of Springfield College support Ramaley's argument. While the extent of change in Springfield College's community-service program is significant and comprehensive, the changes are not universally supported on the Springfield College campus. However, many elements of the newer approach are supported by such a large segment of the college population that it has become the college's dominant community-service ideology.

Faculty support

Springfield College probably would have no trouble arriving at the "turning point" that Ramaley says will be reached when one-third of the faculty have accepted engaged work at legitimate. In fact, the college has already reached this turning point, if one figures in the faculty teaching at all of Springfield College's satellite campuses. This would include:

- School of Human Services (SHS) and social work faculty members, who make up more than 25 percent of the entire college faculty.
- Faculty members with similar values who were hired by other departments during the mid-1990s.
- The substantial number of faculty in education, allied health, and related areas now actively involved in community partnerships.

If an assessment of faculty support were limited to the Springfield campus, the picture would be less encouraging. There are still a variety of views about community service on Springfield College's main campus. It appears that the prevailing view places more emphasis on two-way partnerships and gives more attention to local neighborhoods. However, not all agree that these partnerships should have an economic and social justice orientation by targeting their activities to lower income and/or racial and ethnic minorities. In any case, there has been a clear shift away from the one-way missionary approach to community service that characterized earlier college-community partnerships.

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Supportive environment

The supportive environment to which Ramaley refers is largely in place at Springfield College. This environment has been created through changes in seven key areas of college life:

- Leadership.
- Administrative structures.
- Educational programs.
- Curriculum and teaching.
- Faculty, students, board, and staff.
- External funding.
- Strategic planning.

Changes in these areas have been significant and comprehensive. They mark the continuation and spread of Springfield College's expanded community-service program.

Campus tension

It is important to recognize that the college environment has not always been supportive of Springfield College's expanded community-service program. The faculty was slow to change and many faculty members still have not. The college's merger with SHS in 1988 created major tensions on campus. These tensions have been reduced in the intervening years but they have not been eradicated. Some of the senior faculty and staff members still feel they must keep the college's original conception of community service alive.

There also has been a clash over process. A significant number of faculty members felt that their voices were not heard during the 1990s and that the process of change came from the top down. Many "change agents," operating with President Randolph Bromery's implicit or explicit support, accomplished a great deal during this period. However, some may have moved forward without bringing colleagues along in the process. Some faculty

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members felt excluded from discussions and came to distrust the process.

Dissatisfaction with the community outreach process may have surfaced in other areas of college life. Several people who were interviewed for this study described the considerable conflict surrounding attempts to change from a department-based to a school-based administrative structure. While this change would have been contentious under the best of circumstances, it appears to have been particularly painful for faculty, staff, and students. One administrator reported that there was a considerable need for healing in late 1998 when Bromery and some of his top administrators left the college.[17] The college was clearly at a vulnerable point in its history. Many wondered if the extensive changes that had taken place up to this point would withstand a potential backlash.

The 1999 decision to hire President Richard Flynn probably appealed to a variety of stakeholders. Physical education faculty, staff, and students must have been pleased with Flynn's strong background in physical education. Faculty and staff dedicated to community outreach and service through partnership were almost certainly pleased with Flynn's experience in, and writings about, collaboration. The board of directors was probably impressed by his record on campus planning and facilities development. Furthermore, his emphasis on planning and administrative process may have appealed to those on campus who, according to one administrator, felt that "they had no voice in decisionmaking for many years."[18] Those with some concern about his appointment were most likely those with a more explicit economic and social justice agenda, both on campus and in the community, who preferred that more of the college's outreach and partnership be targeted to lower income and/or racial and ethnic minorities.

Flynn's actions since his appointment make it clear that he has a concern about process and administrative infrastructure and a

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commitment to using collaboration and cooperation to address common problems. His attempts to build administrative systems that support community outreach and partnerships are, in and of themselves, an institutionalization of the college's commitment in this area.

Many elements of the college's expanded community outreach and partnership efforts are likely to continue for some time. In part, this is due to the range and extent of changes in the seven key areas of college operations listed earlier in this section. These changes have, for the most part, been institutionalized at Springfield College.

Challenges

Developing and maintaining effective partnerships with neighborhood councils and other community-based groups remains the biggest challenge. The significant differences between the college and these neighborhood groups—differences that include size, resources, and agendas—make partnerships more difficult.

The neighborhood councils are smaller than other college partners, which include established public and nonprofit organizations like the DeBerry Elementary School. Community residents run these councils with only modest support from the city of Springfield. Their agendas focus on such issues as affordable housing, economic development, and community planning.

Until now, Springfield College has supported its educational partners primarily by placing student teachers in local schools. This kind of support is not useful to neighborhood councils. Furthermore, the college does not have graduate professional programs in areas like urban planning, business, and law that could lend needed support to a council's community development agenda.

Although there are challenges, the prospects for success are still very good. As the table shows, Community Outreach Partnership Center partnerships with local community-based organizations provide an important shared agenda and shared resources. Many

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of these partnerships date back to the early 1990s and have included work with neighborhood councils. In addition, Bromery and Flynn both took steps to build collaborative relationships with neighborhood groups over this period. These relationships still stand and can be built on in future years.

Section IV: Lessons

Many lessons can be drawn from Springfield College's attempts to institutionalize its commitment to community outreach, development, and partnership. Even colleges that differ from Springfield College can learn from its experiences.

Lesson 1

A commitment to outreach can take many forms. The major stakeholders at colleges and universities must address their differences and agree on the form that the institution's community outreach will take.

Springfield College's service mission dates back to 1885 and has taken a wide variety of forms over the years. The college's mission has certainly changed dramatically since the late 1980s. In light of these changes, it became imperative that Springfield College clarify:

- What constitutes community outreach and service.
- Which neighborhoods and organizations would participate in this outreach.
- What kind of support would be provided and what individuals or groups would receive this support.
- What types of organizational structures would be used and what goals would be established.
- Whether the process would be *one-way* (missionary) or *two-way* (geared toward social change).
- Whether the outreach mission would involve individual or collective action.

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- Whether the outreach would be provided as an extracurricular or cocurricular activity.
- Whether outreach activities would focus on community service or community development.

Lesson 2

Different types of outreach and service can occur concurrently. Proponents of these types of outreach and service can learn from one another.

A college's or university's task is to increase dialogue among those who follow different paths. Open discussions about what is working and what is not working can promote authentic partnerships that will shape outreach and service activities and help create benefits for both the community and the college.

Lesson 3

The potential for successful, lasting partnerships is determined by the educational focus and resources of the college or university and the needs of its community.

Certain features of Springfield College—its mission, educational programs, methods of teaching, and emphasis on service—lend themselves to certain kinds of partnerships and local activities, but not to others. Springfield College's outreach and partnerships changed, in part, because its educational focus and resources changed. Prior to 1990 the college offered physical education, recreation, education, and allied health programs. It enrolled a mostly undergraduate student population and emphasized traditional academic applications and student field studies. Its faculty had traditional training and few had professional experience. During the 1990s the college expanded its programs, faculty, curriculum, and teaching methods. All of these expansions increased the range of outreach activities and partnerships available to the college.

Some activities, such as school programs, summer recreation, and neighborhood cleanups, match local needs closely. Given the

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college's resources, however, it is more challenging to meet other neighborhood needs, particularly in the areas of affordable housing and economic development.

Lesson 4

The process of change takes time and requires actions at every level within an organization.

An important part of the Springfield College story is how change occurred concurrently in so many areas of campus life, including mission; leadership; educational programs; administrative structures; faculty composition and rewards; curriculum and programs; student, faculty, and staff development; fundraising; and planning. This type of extensive and comprehensive change is essential if a new direction in community outreach is to become institutionalized.

Lesson 5

Institutional change requires leadership from the highest levels of the academic institution.

President Randolph Bromery used his leadership abilities to set a positive tone for change at Springfield College. He made a symbolic visit to the DeBerry Elementary School early in his tenure. He used the strategic planning process to identify and promote goals that shaped a new direction for the college. Bromery's ability to see and make connections between the college and SHS, and between the college and the YMCA, were important to Springfield College's growth. He used his own vision and values to inspire an array of middle-level leaders, who made possible a much wider and comprehensive form of change.

Flynn is providing another form of leadership. He emphasizes process, the use of collaborations, and the need to build infrastructure to support community outreach and partnerships. His leadership may be especially important and appropriate after a time of considerable change and upheaval. It provides the college with an

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opportunity to consolidate its gains and extend many forms of outreach and service well into the future.

Lesson 6

The process of change inevitably involves creating a new culture. The creation of "clashing" cultures may be a major impetus for change.

Springfield College's merger with the School of Human Services (SHS) was an unusual one, since SHS was 12 years old, already operated at three sites, and had many faculty and students of its own. The merger raised many issues for both SHS and Springfield College in the areas of philosophy, mission, student body, and pedagogy. These issues presented themselves during discussions about:

- Faculty hiring.
- Salaries and benefits.
- Evaluation, tenure, and promotion.
- Student recruitment.
- Admission process and criteria.
- Student evaluation methods and standards.
- Incorporating interdisciplinary programs into a discipline-centered curriculum.
- The extent to which a school has control over its program.
- How finances are managed.

The resolution of these issues often involved considerable tension. However, the discussion process changed both SHS and Springfield College in important ways. Those who worked on the merger felt strongly that these discussions impacted both institutions positively.

Colleges and universities can create their own clashing cultures without necessarily bringing their institutions through the kind of merger that occurred at Springfield College. Here are some suggestions:

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- Build a serious university presence in a program of community outreach and partnership based initially in a single department, school, or center.
- Put more emphasis on educating faculty and staff through regular faculty institutes. This can help create and support a small subculture within the college that can stimulate debate and change.
- Consciously engage other parts of the university in discussions about teaching, faculty, students, and promotion. Springfield College's merger with SHS required that these kinds of discussion forums be established and that both sides participate. Creating such legitimate forums is an important process for change.

Lesson 7

Student interest and resources can be a major driving force for change.

The Division of Student Affairs and the Student Volunteer Programs Office at Springfield College recognized the strong student interest in community service. Based on this recognition, administrators developed and coordinated a wide range of volunteer activities and events. They also promoted service as a cocurricular activity, supported its inclusion in service-learning courses, and worked with faculty to create many of the partnerships listed in the table.

Springfield College moved from identifying student interests and providing opportunities to coordinating cocurricular and curricular activities and developing community-service partnerships. This movement played a key role in the changes at Springfield College.

Lesson 8

Focused fundraising to support partnerships can make a big difference.

It is not enough to encourage faculty to build community partnerships. This encouragement needs to be backed up by a grants

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office that gives a high priority to funding these partnerships. Having a coordinated fundraising effort has made a big difference at Springfield College.

Lesson 9

Partnerships themselves can provide an opportunity for learning.

Almost every new partnership at Springfield College brought more faculty, staff, and students into contact with varied community partners who struggled with different kinds of problems. Reflecting on these experiences in a systematic fashion, and sharing the delights and challenges of these partnerships more widely on campus, can certainly contribute to a change in the nature and scope of future partnership activity.

Lesson 10

Planning and review processes offer excellent opportunities to introduce ideas for change. These processes can also solidify and support existing directions of change.

In the mid-1990s Springfield College used a planning process to support its newer approach to community service. More recently the process was used again to consolidate and extend the college's progress with respect to community partnership and collaboration.

[A]dministrators developed and coordinated a wide range of volunteer activities and events. They also promoted service as a cocurricular activity, supported its inclusion in service-learning courses, and worked with faculty to create . . . partnerships.

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Endnotes

1. For many years, Springfield College had a fence around its campus that was described in several interviews as symbolic of the relationship of the college with its immediate neighborhood.

2. The HUD Community Outreach Partnership Center program, the Corporation for National and Community Service, and the Fannie Mae Foundation all have funded university-community partnerships.

3. Massachusetts University Community Partnership, launched in January 1998, "is a consortium of universities and colleges in Massachusetts convened by U.S. Senator Edward M. Kennedy in order to discuss the methods through which higher education institutions can enhance the lives of youth and families who reside in nearby communities" (Romero, 1999). This consortium is no longer a formal entity. However, the participating institutions still communicate with and assist one another. Springfield College was one of the members of the consortium steering committee.

4. The Campus Compact is a national coalition of college and university presidents. It promotes community service that develops students' citizenship skills and values, encourages higher education-community partnerships, and assists faculty who seek to integrate community engagement into their teaching and research.

5. In the late 1980s President Frank S. Falcone established an Office of Community Relations. However, this office was eliminated in 1990 because of budgetary problems.

6. Springfield College, according to several sources, may also have had an interest in the financial benefits the merger offered. SHS's financial strength and the belief that the merger opened up opportunities for expanding the college's generally lucrative continuing education offerings may have influenced the decision to merge.

7. Nussbaum; Ellen Hewett, director of its Vermont and New Hampshire program sites; and Gina Joseph-Collins, associate dean for curriculum instruction, described the differences between the SHS program and most traditional undergraduate residential college programs.

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- SHS is largely an adult education program that attracts older students, women, racial and ethnic minorities, and nontraditional learners. Many students have families, work full-time in human services, and embed SHS in their work, families, and lives. In contrast, the typical undergraduate college's younger students have no families, do not work full-time, have little work experience, and have yet to formulate their career goals.
- SHS's curriculum is interdisciplinary and applied. It builds directly on students' experiences in their work and communities. It addresses complex multidimensional problems. It takes knowledge and applies it in students' day-to-day lives. In contrast, the more traditional college curriculum is broken into disciplines and draws more on faculty knowledge and transfer of information than on student lives and experiences.
- Community service at SHS is seen as curricular, not cocurricular or extracurricular. This service *is* the academic program and social action *is* the classroom. In contrast, the traditional college curriculum treats service as largely cocurricular. As a result, those curricula are more traditionally academic.
- SHS's pedagogy builds on the principles of adult education. It relies more on self-evaluation, journals, reflections, portfolios, narrative papers, and a 1-year community project than on lectures, examinations, graded papers, 50-minute classes, and term papers. The latter are more typical of traditional college pedagogy.
- SHS sees its relationship to the community as an empowerment model that includes community organizing, community ownership through direct community participation in most of its educational sites, and a required connection to the community. This connection is accomplished through the student community project, which is the centerpiece of the curriculum, and a variety of partnerships with nonprofits and other agencies. This contrasts with the more traditional service, charity, and missionary model of working with the community, with limited ownership or involvement in the educational program by the community.
- SHS sees itself as somewhat apart from, and often critical of, the system and its reliance on charity, traditional services, and hierarchical organizations of "good people doing good work." The school is wary of collusion with the system and concerned with issues of oppression and power (political economics). In

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contrast, most colleges need to work within the system and with existing organizations in providing personal service such as charity. These traditional colleges are concerned about diversity, but accepting of institutions and power (economics, not political economics).

Although these differences may hold for many traditional residential colleges, they are somewhat overdrawn for Springfield College. As we see in section II, the campus curriculum now involves much more service learning, field studies more likely to be built on partnerships, and campus students working more with community-based organizations.

8. These differences parallel the "charity" and "change" models of service learning presented in Kahne and Westheimer (1996). Kellogg (1999) describes these two models: "In the 'charity' model, learning in the moral domain focuses on giving, and is designed to foster altruism in the student. Learning in the political domain emphasizes civic duty and responsive citizens. In the intellectual domain, service activities are understood as adding to the learning experience. In the contrasting 'change' model, learning in the moral domain focuses on caring, which is based on deepening relationships and connections that change the student's understanding of others and the context within which they live. In the political domain, citizenship takes on a new meaning. It includes critical reflection on social conditions and policies as well as individual responsibility. Finally, in the intellectual domain, the service-learning curriculum transforms students' understanding of both disciplinary knowledge and the particular issues in which they are engaged."

9. SHS administrators reported that the merger had the following positive impacts on SHS:

   - The SHS administration in the past might have been too loose and needed to tighten up its performance evaluation and curriculum requirements.
   - The dialog between Springfield College and SHS helped SHS to better focus its mission and manage its resources.
   - SHS got back to basics by providing a no-frills education, cleaning up its administrative systems, and developing better accountability.
   - The central team at Springfield College has become more helpful to the SHS external campuses.

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- SHS is no longer operating in a survival mode. New relations with the YMCA that resulted from the merger have contributed significantly to SHS's sustainability.
- Springfield College traditions support SHS's current work with the YMCA. YMCA staff members are women and people of color and are allied with those who wanted to reach women and low-income individuals.

The merger's positive impacts on Springfield College were described as:

- Some changes in how the mission is carried out, including a unique community outreach program.
- Greater emphasis on social justice issues within and outside Springfield College. This contributes to a sense of justice at Springfield College that goes beyond diversity to concerns about oppression.
- Support for development of the social work program.
- Help with Springfield College's historic relationship with the YMCA. The YMCA now sees SHS and Springfield College as one entity.
- Prior to the merger, Springfield College had offered little adult education. The merger helped Springfield College focus on service learning and on outcomes.
- Adults bring richness to classes. Adjunct faculty members also bring considerable experience and knowledge.
- The merger strengthened connections with alumni at different sites.
- SHS contributes 25 percent of its profits to Springfield College to pay for overhead.

10. These figures are based on data from Springfield College's Institutional Self-Study (Springfield College, 2000b).

11. Fourteen SHS students presented their community project findings and recommendations at "Changing Times: New Strategies for Leadership in Human Services," a December 1, 2000, conference on the Springfield campus. Some of the students' community affiliates were represented at the conference.

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12. Much service learning has been described as "under the radar;" those carrying it out never really thought of what they were doing as service learning. For example, physical education faculty members who engage neighborhood young people in basketball games on campus do not consider this to be service learning.

13. One faculty member put it this way: "Up until the late 1980s, the physical education faculty 'owned' Springfield College; they were about one-half the faculty, and faced by changes in the 1990s, their job was to 'keep the flame.'" By 2000, however, ownership by any one group became more difficult. Physical education-related faculty had dropped to about one-quarter of the total faculty and human services and social work faculty had risen to about one-quarter from essentially zero in the mid-1980s (Springfield College, 2000b).

14. See also faculty workplan for promotion and tenure decisions.

15. In some cases, like volunteer activities, one could get credit for service but not get workload credit.

16. It is important to note that this change in student body composition involves students at all of the SHS sites, not just at the Springfield College campus. Therefore, the change at the Springfield campus is smaller than these percentages suggest.

17. Even the board apparently seemed to feel left out. It moved to redirect funds into marketing and capital projects (disputing administrative budget priorities) that it felt had been overlooked during the previous 6 years. Other events at the college contributed to this increased tension.

18. Flynn reported in his interview that during his early "listening and learning" period at the college, many people told him that they "felt they hadn't had a voice."

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Response to the Case Study Description

Dale Lucy-Allen
Director of Community Relations

We at Springfield College are pleased and honored to have been selected by the Office of University Partnerships (OUP) to be featured as an institution of higher education (IHE) that has made a commitment to community engagement. We take this commitment very seriously and are working on a number of fronts to move our collaborative agenda forward. We appreciate the commitment and thoroughness of Dr. Richard Schramm in documenting the transformation of the organization. The changing tides of an institution are always toughest to see for those who are immersed in these efforts, and through his work, we are able to appreciate the successful transformation that is occurring relative to engaging in community partnerships. In addition, we appreciate the work of Tracy Kaufman and the staff of the University Partnerships Clearinghouse at Aspen Systems for following through on the details related to this extensive undertaking. We hope the case study provides good advice on steps to take and pitfalls to avoid in developing collaborative efforts that not only are successful but also are sustained. The result would be students, faculty, and community members who are better prepared to share their resources in addressing needs in their communities.

Update

Since Schramm visited Springfield College to collect data for the case study description, several additional significant efforts have begun. During 2001, discussion among President Richard Flynn, Mayor Michael Albano of Springfield, and Henry Thomas, executive officer of the Springfield Urban League, started on the possibility of creating an education corridor bordering the college and

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the Old Hill and Upper Hill neighborhoods. A memorandum of understanding that outlines potential joint efforts currently is being drafted and reviewed. It is hoped the education corridor will include a charter leadership school, recreation facilities, a performing arts center, and open green space. As envisioned, the college's faculty, staff, and students would work alongside neighborhood residents, school employees, and community leaders in multiple efforts. Neighborhood revitalization would be an important outcome of this project. The education corridor is viewed as a win-win scenario for the city, the neighborhoods, and the college, and their respective constituencies.

Another effort that extends beyond the college's immediate neighborhood, but is mission-consistent because it focuses on serving community, is the newly established National Football Foundation Center for Youth Development through Sport, located on the Springfield College campus. This center, which opened its doors in 2002, is dedicated to the extension of the Play It Smart Program. The Play It Smart program targets high school football teams in inner-city schools and provides academic support to individual team members from coaches who help with tutoring and study skills. The program's goals are to enhance high school achievement and improve college attendance and success. This initiative extends the college's long history of involvement with physical education, coach preparation, and service to the community. Plans call for expanding the Play It Smart program to more than 600 high schools across the country.

As noted by Schramm in the case study, Springfield College was awarded a U.S. Department of Housing and Urban Development grant in 1999 to develop and operate a Community Outreach Partnership Center. The Springfield Community Outreach Partnership Center (SCOPC) is a partnership among American International College, Western New England College, Springfield Technical Community College, the city of Springfield, and the councils of the three neighborhoods that are bordered by the colleges: Old Hill, Upper Hill, and Maple High/Six Corners. SCOPC's

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mission is to build community across groups and create a collaborative resource for the colleges, the city, and the neighborhoods. The SCOPC effort is designed to change the manner in which the three neighborhood councils, the city, and the four colleges work together to solve common problems. The partnership is founded on the idea that the eight equal entities will develop a shared vision supported by participatory action research and initiate programs to serve identified needs. Ideally, SCOPC will increase the power of the partners to leverage previously inaccessible resources for neighborhood enhancement, which benefits everyone. Since the case study was prepared, SCOPC has been proceeding with action steps to achieve its goals, including resource mapping, trust development, and addressing problems.

The SCOPC effort is designed to change the manner in which the three neighborhood councils, the city, and the four colleges work together to solve common problems.

Reflections

In reflecting on the process of institutionalizing community engagement at Springfield College, the most obvious conclusion is that developing the ability to collaborate within the IHE itself as well as with external agencies is not a simple task. Just like any other organization, IHEs have specific organizational structures, processes, and cultures. The campus culture is supported by many subcultures that may vary by academic department or discipline, according to Singleton, Hirsch, and Burack (1998). "Institutions of higher education, especially those that are structurally complex, have become increasingly atomized—teaching, research, student affairs, and academic affairs have come to exist as separate countries" (p. 23). Kanter (1983) refers to this as segmentalism of an organization, which "makes it harder for the organization to move beyond its existing capacity in order to innovate and improve" (p. 31). This segmentalism must be overcome to develop successful college and community partnerships.

In the context of the SCOPC effort, some community residents believe that they do not have power and have been taken advantage of by many city departments and the colleges in the past. As Osbourne and Gaebler (1992) indicate, community members

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from low-income, urban environments have most likely been treated as clients throughout their lives. Therefore, they have not been empowered by the process or given choices in the matters that affect their lives. Through SCOPC we are attempting to build the collective unit into a formidable presence that will increase customer-driven services. By empowering all of the participants—faculty, administrators, students, community residents, and leaders—a college and community partnership can remove past obstacles and mobilize resources to improve the shared environment.

Our experience indicates that, before moving forward, it is necessary to seek ways to address those issues that have been less than adequately addressed in the eyes of community residents in the past. In addition, a few members of the neighborhood councils have been quite adamant in demanding items from the colleges and the city before joining our collaborative effort. In contrast, we also have had community members, and city and college representatives realize that we all need allies to succeed in this effort to share resources and needs in order to transform our shared space, our interactions, and our trust. This requires us to address our own weaknesses and admit that we cannot accomplish the goals without allies around the table.

Russell and Flynn (1997) report that successful college-community collaborations take time and require commitment from all involved as equals. The starting point of the SCOPC was such that all partners did not believe themselves to be equals. This transformation may be the hardest goal to achieve in any partnership. After 2 years of interaction and developing trust, we have achieved our own understanding of equals. Each organization is beginning to change the support mechanisms needed to ensure that this partnership is sustained. Each IHE must consider its culture and mission prior to delving into college and community partnerships.

We have found that self-serving needs must be identified and communicated to partners. This was a key component of change that occurred with the arrival of Flynn as president. In addition, the insight and direction derived from past successful collaborative

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experiences of Flynn and his assistant, Dr. Jill Russell, have had a great impact on the collaborative efforts already in operation and on subsequent programs developed after their arrivals in 1999 and 2000, respectively. The development of the perspective of equals is a key component of any successful collaborative. "The willingness of the college and community to work together as equals and commit to the long-term success of initiatives has made the collaborative efforts truly successful" (Lucy-Allen et al., 2001, p. 13). We assert that this is one of the main reasons that the transition from the operation of one-way to two-way activities has occurred.

The development of the perspective of equals is a key component of any successful collaborative.

We had previously examined these issues to consider when developing collaborative projects in the case study. Lucy-Allen et al. (2001) offered the following recommendations when considering college and community partnerships:

- Alignment with departmental, college, and university missions.
- Early involvement of key stakeholders, such as faculty, students, community residents and leaders, and public officials.
- Pursuit of initiatives that support learning and research opportunities for constituents and development of the shared environment.
- Flexibility in tapping the talents of participants from the institution and the community.

In addition to the recommendations provided by Schramm, we believe that these recommendations also keep us focused on achieving our goals.

As evidenced throughout the case study, Springfield College has initiated many successful collaborative efforts over the past 10 years. This success is exciting and rewarding but also brings with it challenges related to institutionalizing and sustaining community outreach. A discussion of four components that we believe are crucial to the long-term success of the Springfield College collaborative outreach follows.

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Lessons Learned

To ensure that community engagement is successful, we must develop a structure that will support these efforts. As Flynn has indicated, this structure is one that extends beyond the people presently involved. We have a goal of implementing a seamless approach for involving students, faculty, staff, and community members in collaborative activities. Some of the steps we have taken in this regard were outlined by Schramm, and this area will continue to be a challenge to implement. Because successes have occurred in different areas of the college—for example, in both student affairs and academic affairs—any centralized approach to community outreach must consider the perceived territories of those who have been involved. This is not to say that the development of a structure that supports the continued involvement of the college with our community should not move forward, but rather, that it must be done in a manner that respects the success of the past.

We must increase the understanding and involvement of community partners as equals in two-way activities that meet the needs of both parties. As evidenced by the collaborative activities described by Schramm, a number of our partners, such as the Springfield public school system, are strong organizations. They enter the collaborations as equals. Other entities, such as the neighborhood councils that represent the designated Empowerment Zone and enterprise neighborhoods around the college, continue to develop into equals. The development and strengthening of our neighborhood councils will be key to the success of SCOPC. This empowerment will not only increase the role of the residents in accessing and directing the resources available through our collaborations, but it also will increase the sharing of the talents and resources that they already possess. An example of how we have attempted to address this issue is having community partners attend all program director meetings or national conferences associated with SCOPC. OUP representatives have indicated this sets our program apart and has led them to encourage all of their funded projects to do the same. This commitment to two-way activities with partners is

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a key component of our success, but it is also an area that must always be kept in the forefront of any partnership.

The role of students in community outreach is a key issue. As noted in the case study, the involvement of students enables the philosophy of the college to come to life through their participation in the local community. Recognizing students as leaders who can and should be involved in designing, coordinating, and leading programs with community partners is an important step. However, there are faculty members, administrators, and community partners who may view students as recipients or clients and not as equals. Although students may not always have the knowledge or skills to produce the same product level as professionals, they can bring the ability to explore an issue in new ways not confined by previous experience. Undoubtedly, the student perspective tends to spur innovative solutions to meeting needs. The development of student leadership skills is valued at Springfield College. We include students as leaders of community outreach efforts and, as such, believe we provide unique learning experiences. These experiences are linked with both the curricular and cocurricular components of students' development here at the college.

This commitment to two-way activities with partners is a key component of our success, but it is also an area that must always be kept in the forefront of any partnership.

Leveraging the support of the college and community partners to secure external funding will continue to be a challenge. Foundations and government agencies realize that their support is maximized through collaborative efforts. Our ability to continue to attract this external support will be critical as we expand our collaborative efforts to implement a comprehensive leadership development program; the shared master planning process with the city, the charter school, and neighborhood residents; and academic program priorities. This external support will exponentially increase the impact of our collaborative efforts in our shared community.

The process associated with the development of this case study has been helpful to those immersed in our efforts. We hope the

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examples provided and lessons learned from collaboration will be beneficial to those interested in developing and sustaining efforts in partnership with their communities. Collaboration with community organizations and transformation of the cultures involved is not always easy, but we believe it provides the greatest return on our investment. This return can be summarized as improving both the quality of the education that our institution provides and the quality of life in the shared community.

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Appendix A: List of Interviews

Mulugeta Agonafer, associate professor of human services, Springfield College staff (1992–present).

George Ashwell, area director, Massachusetts Department of Youth Services, SAGE Project (1997–present).

Gretchen Brockmeyer, acting vice president for academic affairs (1998–present), Springfield College staff (1979–present).

Randolph Bromery, former president (1992–98).

Linda Delano, director of teacher preparation and certification (1993–present).

Noah Dorias, former director of Springfield Neighborhood Housing Service (1991–99).

William Fisher, chair of the Committee for Advancement of Service Learning (1998–present), assistant professor of human services and administration (1996–present).

Richard Flynn, president (1999–present).

Kathryn Gibson, former director of corporate and foundation relations (1995–1999).

Ellen Hewett, director, School of Human Services, St. Johnsbury, Vermont, and Manchester, New Hampshire campuses, School of Human Services staff (1979–present).

Susan Joel, assistant professor of sociology (1995–present).

Gina Joseph-Collins, associate dean for curriculum instruction, School of Human Services (1993–present).

Paul Katz, director of the YMCA Relations Office (2000–present).

Corinne Kowpak, former dean of students (1990–93), former vice president for student affairs (1994–98).

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Dale Lucy-Allen, director of community relations (1999–present), former director of student volunteer programs (1994–99).

Betty Mann, dean, School of Graduate Studies, professor of physical education (1984–present).

Linda Marston, director of Grants Office (1994–present).

Daniel Nussbaum, dean, School of Human Services (1992–present).

Malvina Rau, former acting director of School of Human Services (1991), former acting academic dean (1991–93), former vice president for academic affairs (1992–98), professor of human services (1974–present).

Jill Russell, executive assistant to president (2000–present).

Grace Lyndon Septeras, director of Upper Hill Neighborhood Council.

Jennifer Seydel, director, SAGE Project, masters of education program (1997–present).

Dennis Vogel, director of Collaborative/Alternative Schools, Springfield public school system, SAGE Project (1997–present).

John Wilson, director of Multicultural Center, Springfield College staff (1976–present).

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Appendix B: Springfield College Satellite Campuses

Although this study focused on the Springfield, Massachusetts, campus of Springfield College, the college also has eight external or satellite campuses in Boston, Massachusetts; Inglewood/Los Angeles, California; Manchester, New Hampshire; Milwaukee, Wisconsin; St. Johnsbury, Vermont; San Diego/Los Angeles, California; Tampa, Florida; and Wilmington, Delaware. These campuses, home to about one-third of Springfield College students, also engage in community outreach and partnership in important and somewhat different ways from the main campus. All of these campuses are part of a single Springfield College program, the School of Human Services (SHS). (SHS programs are also conducted on the main campus.)

Beginning in 1995, SHS established six new external campuses, in addition to the established sites in Manchester and St. Johnsbury. These campuses built on the revitalized partnership, established in 1994, among Springfield College, SHS, and the YMCA. Each campus works closely with different YMCAs across the country. The new campuses, their partners, and estimated current enrollment levels are presented in the tables below. Springfield College plans to continue adding new external campuses. Its 1996 business plan

Table B-1. Springfield College School of Human Services Campuses (Before 1994)

Site	2001 Enrollment
Manchester	150
St. Johnsbury	80
Springfield	367
Total	**597**

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called for satellite campuses at 15 sites. SHS also has some programs outside of the United States, in such locations as Brazil, Israel, and Sweden. However, there are no campuses at these locations.

Table B-2. Springfield College School of Human Services Campuses (After 1994)

Date Established	Location	YMCA Partner	2001 Enrollment
1995	Wilmington	Delaware YMCA Association	287
1997	San Diego/ Los Angeles	YMCA of San Diego County	140
1997	Boston	YMCA of Greater Boston	124
1998	Tampa	Tampa Metro Area YMCA	189
2000	Inglewood/ Los Angeles	Weingart YMCA	55
2000	Milwaukee	YMCA of Milwaukee County	264
Total			**1,059**

These new sites have grown and prospered, reaching additional human service providers and providing financial resources for the college in the process. The campuses offer onsite degree programs, with classes held over a long weekend each month to attract working people. The potential to market this option to both YMCA managers and staff, as well as others working in human services, is extraordinary. In 1996 the YMCA had 11,000 managers working nationwide. Approximately 2,400 of these managers did not have a bachelor's degree. Of the 25,000 support staff working at YMCAs, about 16,700 did not have a bachelor's degree. The YMCA has 2,000 sites nationwide with a total membership of 13.5 million. SHS has just begun to tap this market. Springfield College, through SHS and its partnership with the YMCA, has the potential to extend the college's service mission around the country and perhaps around the world.

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Appendix C:

Springfield College: Community Partnership-Related New Grants Received, Fiscal Years 1995–2000, by Amount, Program, and Source

(Springfield campus only)

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Funding Source	Title/Program	Office/Department	Length	Total Award ($)
June 1994 to May 1995				
Corporation for National and Community Service	Colleges Serving the Community	Student volunteer programs	3 years	429,726
Community Foundation of Western Massachusetts	Summer Parks and Recreation	Student volunteer programs	3 months	10,000
Community Foundation of Western Massachusetts	Summer Parks and Recreation	Student volunteer programs	3 months	15,000
Community Foundation of Western Massachusetts	Springfield College/ DeBerry Student Volunteers	Student volunteer programs	1 year	3,000
Total				**457,726**
June 1995 to May 1996				
U.S. Department of Education	Project SPIRIT	Education	3 years	511,319
Jephson Educational Trusts	Learning Tree	Development	1 year	5,000
NYNEX Foundation	Learning Tree	Development	1 year	25,000
Total				**541,319**
June 1996 to May 1997				
Springfield Public Schools and Massachusetts Department of Youth	SAGE Project	Teacher preparation and certification	10 months	45,000

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Funding Source	Title/Program	Office/Department	Length	Total Award ($)
June 1996 to May 1997 (continued)				
Massachusetts Equal Opportunity Program, Higher Education Coordinating Council	Project MIND	Education	1 year	13,853
Community Foundation of Western Massachusetts	Summer Parks and Recreation	Student volunteer programs	2 months	12,500
Nellie Mae Fund for Education	Partners Program/Colleges Serving the Community	Student volunteer programs	1 year	30,000
Total				**101,353**
June 1997 to May 1998				
U.S. Department of Justice, Office of Juvenile Justice	SAGE Project	Teacher preparation and certification	2 years	530,000
PALMS II Systemic Teacher Preparation Program/Massachusetts Department of Education	Local to Global Ecology, Springfield Public Schools	Education	3 months	6,998
National Service Learning in Teacher Education Partnership	Technical Assistance for Service Learning at Springfield College	Education	5 months	4,000
Bell Atlantic Foundation	Technology Education for SAGE Program	Development	1 year	10,000
Enterprise Community Youth Initiatives/City of Springfield	Urban Earth Learning Adventures	Recreation and leisure services	18 months	25,000

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Funding Source	Title/Program	Office/Department	Length	Total Award ($)
June 1997 to May 1998 (continued)				
Enterprise Community Youth Initiatives/City of Springfield	Jesse Parks Memorial Fund, Youth Schools to Springfield College Summer Sports Camps	Continuing education	1 year	3,285
Dexter Fund/Community Foundation of Western Massachusetts	Community Family Challenge Program	School of social work	1 year	5,000
U.S. Department of Justice, Office of Juvenile Justice	SAGE Project	Teacher preparation and certification	13 months	110,000
Massachusetts Board of Higher Education and Department of Education	Eisenhower Professional Development Award with Springfield Public Schools	Education	1 year	12,500
Massachusetts Board of Higher Education and Department of Education	Equity in Education/ Urban and Suburban Schools	Teacher preparation and certification	1 year	12,500
Massachusetts Board of Higher Education and Department of Education	Projects SPIRIT, MIND, SAGE	Teacher preparation and certification	1 year	20,000
Massachusetts Equal Opportunity Program, Massachusetts Board of Higher Education	Project MIND	Teacher preparation and certification	2 years	61,032
Massachusetts Service Alliance/ Corporation for National Service	SAGE Project/AmeriCorps	Teacher preparation and certification	3 years	447,162

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Funding Source	Title/Program	Office/Department	Length	Total Award ($)
June 1997 to May 1998 (continued)				
Irene E. and George A. Davis Foundation	SAGE Project	Teacher preparation and certification	1 year	20,000
Community Foundation of Western Massachusetts	Summer Youth Program	Student volunteer program	2 months	8,000
Total				**1,275,477**
June 1998 to May 1999				
Gardiner Howland Shaw Foundation	SAGE Project	Grants	1 year	20,000
U.S. Golf Association Foundation	Golf Program/Disabled Persons	Physical education and recreation	9 months	40,000
City of Springfield/U.S. Department of Education	Academic/Recreation/ Disabilities Program for Springfield School Students	Student volunteer programs	3 years	219,360
Springfield School to Work Partnership	SAGE Project/ PRIDE After School	Teacher preparation and certification	5 months	6,000
Massachusetts Commission for the Blind, Children's Services	Sports, Fitness, Social Recreation for Western Massachusetts Blind Children	Physical education and recreation	6 months	29,472
Dexter Fund/Community Foundation of Western Massachusetts	Mobile Adventure Challenge After School Program	Recreation and leisure	1 year	5,000

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Funding Source	Title/Program	Office/Department	Length	Total Award ($)
June 1998 to May 1999 (continued)				
Dexter Fund/Community Foundation of Western Massachusetts	Babson Library Community Youth Outreach Program	Babson Library	1 year	9,000
Massachusetts Board of Higher Education and Department of Education	Eisenhower Professional Development Award with Springfield Public Schools	Education	13 months	20,000
Massachusetts Board of Higher Education and Department of Education	Equity in Education/ Urban and Suburban Schools	Teacher preparation and certification	13 months	15,000
Massachusetts Board of Higher Education and Department of Education	Teacher Mentoring Project, Westfield Public Schools	Education	9 months	1,950
Massachusetts Board of Higher Education and Department of Education	Projects SPIRIT, MIND, SAGE	Teacher preparation and certification	13 months	16,500
Total				**382,282**
June 1999 to May 2000				
U.S. Golf Association Foundation	Golf Program/Disabled Persons	Physical education and recreation	1 year	33,671
Lloyd G. Balfour Foundation	Project SPIRIT	Grants	4 years	200,000

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Funding Source	Title/Program	Office/Department	Length	Total Award ($)
June 1999 to May 2000 (continued)				
Massachusetts Campus Compact, A*VISTA	Advancement of Service Learning	Student volunteer programs	1 year	25,000
Massachusetts Department of Education, Content Instruction	SAGE Project/Springfield College Training for Springfield Teachers	Teacher preparation and certification	1 year	29,940
Massachusetts Department of Education	SAGE PRIDE After School Programs	Teacher preparation and certification	6 months	60,945
Massachusetts Department of Education	Projects MIND, SPIRIT After School Program	Education	7 months	16,772
Massachusetts Board of Higher Education and Department of Education	Teacher Mentoring Project, Westfield Public Schools	Education	9 months	2,000
U.S. Department of Housing and Urban Development, Community Outreach Partnership Centers	Springfield COPC	Student volunteer programs	3 years	399,843
U.S. Department of Education	Recreation Programs/ Disabled Persons	Recreation and leisure services	3 years	180,000
Massachusetts Equal Opportunity Program, Massachusetts Board of Higher Education	Project MIND	Education	2 years	43,000

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Funding Source	Title/Program	Office/Department	Length	Total Award ($)
June 1999 to May 2000 (continued)				
Massachusetts Commission for the Blind, Children's Services	Sports, Fitness, Social Recreation for Western Massachusetts Blind Children	Physical education and recreation	1 year	28,059
Massachusetts Board of Higher Education and Department of Education	ACE: Training Paraprofessionals in Springfield Public Schools	School of Human Services	9 months	24,000
Massachusetts Board of Higher Education and Department of Education	Equity in Education/ Urban and Suburban Schools	Education	9 months	20,000
Massachusetts Board of Higher Education and Department of Education	Eisenhower Professional Development Award with Springfield Public Schools	Education	9 months	15,000
Massachusetts Department of Public Health, Governor's Commission on Gay and Lesbian Youth	Gay/Straight Alliance with Springfield Public Schools	Gay/Straight Alliance	9 months	3,500
Total				**1,081,730**
Grand Total, June 1994 to May 2000: 52 programs				**3,839,887**

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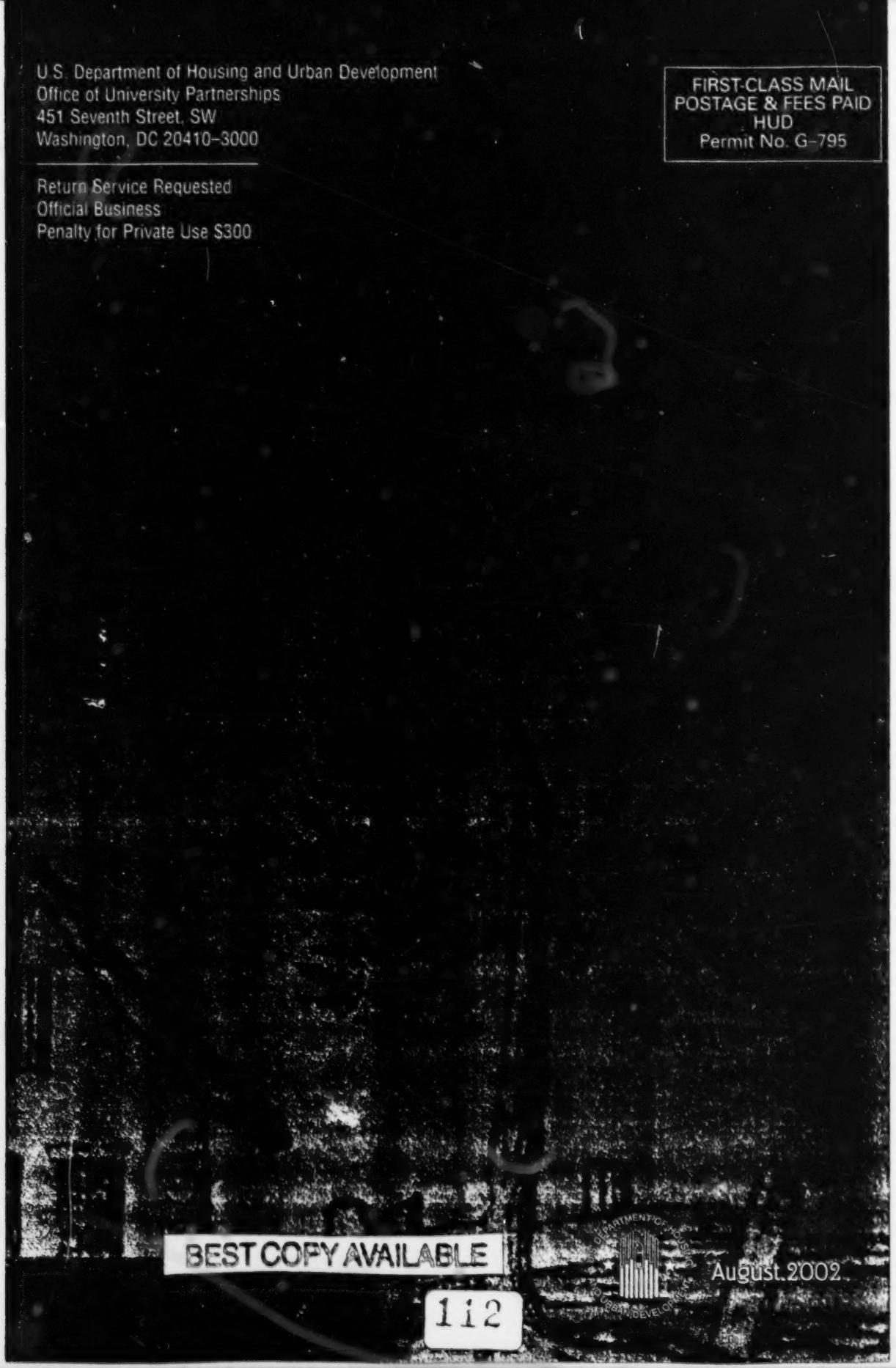

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